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ABSTRACT

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization of the 57 public officials who head departments of public education in the United States, 5 U.S. extra-state jurisdiction, the District of Columbia, and the Department of Defense Dependents Schools. States are currently at various stages in developing and implementing the improvement efforts endorsed by Goals 2000: Educate America Act. This document provides state and federal policymakers with information for 1995 on state accomplishments and lessons learned in developing and implementing education-improvement efforts. The report is divided into two sections--a national summary and a series of regional reports. Section 1 is a snapshot of the states' current reports based on their upgrading of Goals 2000, and contains summary data for each state, including data on content standards under development; student performance standards; teacher policy on professional preparation; state technology plan; and collaboration and integration of services. Section 2 presents descriptive information about the current status of the states' improvement activities. A map of the Office of Educational Research and Improvement's (OERI's) educational laboratories is included. (LMI)

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ED 387 891

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STATUS REPORT
STATE SYSTEMIC EDUCATION IMPROVEMENTS

AUGUST 1995

The Council of Chief State School Officers

EA 027085

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO)

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization of the 57 public officials who head departments of public education in the 50 states, five U.S. extra-state jurisdictions, the District of Columbia, and the Department of Defense Dependents Schools. It has functioned as an independent national council since 1927 and has maintained a Washington office since 1948. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of committees and task forces, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents each state's chief education administrator, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The CCSSO State Leadership Center provides direct assistance to chief state school officers and state policy makers on leadership and systemic planning issues and the coordination of activities in support of systemic arrangements at the state and federal levels.

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FOREWORD

Goals 2000: Educate America Act was signed into law March 31, 1994, marking a major turning point in the focus of federal education legislation. By endorsing national education goals and procedures to establish education standards, by providing grants to states and local districts to advance reform, by promoting deregulation for better results with federal programs that serve the same children, and by developing work-force skill standards, Goals 2000 is helping states and localities build a new capacity for an education system that promotes higher levels of performance by all students. Title III of Goals 2000, "State and Local Education Systemic Improvement," has provided the framework for the development and implementation of systemic education improvement plans at the state and local levels. A spring 1995 Progress Report on Goals 2000 from the U.S. Department of Education indicates that 46 of the states and 7 of the 10 extra-state jurisdictions, such as Puerto Rico and the District of Columbia, have received Goals 2000 planning grants totaling $91.5 million in fiscal year 1994 funds. Two additional state Goals 2000 applications are pending. By the end of June 1995, 36 states will have Program Improvement Planning Panels in place, with another 12 states in the process of naming their Panels in the ensuing months.

States are currently at various stages of development and implementation of improvement efforts. The states of Oregon, Kentucky, Utah, and Massachusetts have already had the peer review and approval of their Goals 2000 State Program Improvement Plans by the U.S. Department of Education. Three additional states, Kansas, Ohio, and Michigan indicated their readiness for peer review during May 1995. Twenty-seven other states have indicated that their improvement plans will be ready for the peer review and approval process over the next six months.

To assist states in the first year of the Goals 2000 initiative, the Council published *State Baselines for Goals 2000 Implementation*, in May 1994. The *Baselines* report provided definitive information on the status of the states in relation to Title III of Goals 2000. The present report provides a resource for state and federal policy makers informing decision making with the most up-to-date information on state accomplishments and lessons learned in developing and implementing improvement efforts.

In keeping with the format of the 1994 *Baselines* Report, the 1995 *State Systemic Education Improvements Report* is divided into two sections: a national summary and a series of regional reports. Section I, the National Summary Table: State Systemic Improvements, is a snapshot of the states' current reports based on their upgrading of the Goals 2000, Title III, information presented in the 1994 *Baselines* report. Section II, the series of regional reports, includes upgraded details and descriptive information about

SECTION I

NATIONAL SUMMARY TABLE

INTRODUCTION

This section provides a summary snapshot of the status of the states on several criteria included in Goals 2000. For each state, the summary table includes data on the following:

* Content Standards Under Development
* Content Standards Ready for Implementation
* Student Performance Standards
* Student Assessments
* Opportunity-to-Learn Standards (*Note*: This term is new. Although the components of Opportunity-to-Learn Standards, such as teacher qualification requirements, may be in place, most states have not used the term and cannot report data on these standards until State Plan development occurs.)
* Teacher Policy on Professional Preparation
* State Technology Plan
* Governance and Management Changes
* State Education Agency (SEA) Reorganization
* "Bottom Up" Community Involvement
* Collaboration and Integration of Services

A glossary of terms follows this introduction to the National Summary. Section II provides detailed information about the states.

GLOSSARY

"Bottom Up" Community Involvement identifies states that have engaged in grass-roots initiatives to build public support for education reform.

Collaboration/Integration of Services identifies states that are working with private, nonprofit, and other public agencies, such as health and social services, to coordinate services to students and families.

Governance and Management Changes indicate whether a state has developed an infrastructure to support its reform agenda.

Opportunity-to-Learn Standards describe the circumstances and conditions provided to ensure that each student has the quality of personnel, courses, curriculum, materials, technologies, instructional time, working space, financing, procedures for placement, provisions for special aid, and other services necessary to achieve content and student performance standards. The term is used to indicate these circumstances and conditions in the aggregate. Although states may not have used this term to describe these conditions, the factors included have been part of the requirements of many states.

SEA Reorganization is the physical change of a previous organizational structure of the state education agency (SEA) to support local district reform efforts.

State Technology Plan is an attempt to link up emerging technology applications to classroom instructional practice.

Student Assessments include those instruments used by states to evaluate student academic performance in a range of content areas.

Student Content Standards describe the subject matter, knowledge, proficiencies, and dispositions students should gain from their education.

Student Performance Standards refer to the levels of knowledge or proficiency students should manifest as a result of their education.

Teacher Policy on Professional Preparation deals with the role of the teacher in school governance and decision making, as well as state initiatives to change teacher licensing and performance standards.

NATIONAL SUMMARY TABLE: STATE SYSTEMIC IMPROVEMENTS
AUGUST 1995

ST	Content Standards Under Development	Content Standards Ready for Implementation	Student Performance Standards	Student Assessments	Opportunity-To-Learn Standards	Teacher Policy on Professional Preparation	State Technology Plan	Governance & Management Change	SEA Reorganization	Bottom Up Community Involvement	Collaboration / Integration of Services
AL		Math, Sci, Health, English, Soc.St., F.Lang., Music, Visual Arts, P.E., School-to-Work		NRT CRT WS	X	X	X	X	X	X	X
AK	Math, Sci, Health, English, Soc.St., F.Lang., Arts		Math, Sci, English, History, Geography, F.Lang., Arts, Comp.Sci, Citizenship	NRT WS		X		X	X	X	X
AZ		Reading, Writing, Math, Sci, Soc.Sci, Health, F.Lang., Music, Perf. Arts, Visual Arts		NRT CRT Pr Pf WS			X	X	X	X	
AR	Health/P.E., School-to-Work, Tech.Prep., Apprenticeships	Math, Sci, Health, English, History/Social Sci, F.Lang., Arts		NRT UD: CRT WS	X	X	UD	X	X	X	X
CA	Being Reviewed: Art, School-to-Work, Tech.Prep., Apprenticeships	Math, Sci, Health, English, History/Social Sci, F.Lang., P.E.	Math, Sci, Reading, Writing, History, Economics, Biology, Chemistry UD: English, Soc.St., Arts, P.E., School-to-Work, Tech. Prep.	NRT CRT Pf Pr WS		X	X	- - -	- - -	X	X

Legend:
X: Policy, program, or strategy for component in place at present. **UD**: Under development. - - -: No survey data at present.

Content Abbreviations: **Com. Skills**: Communication Skills; **Comp. Sci**: Computer Science; **ESL**: English as a 2nd Language; **F.Lang.**: Foreign Language; **LOTE**: Languages Other Than English; **Lang. Arts**: Language Arts; **Lang. Usage**: Language Usage; **P.E.**: Physical Education; **Perf. Arts**: Peforming Arts; **Sci**: Science; **Soc. St.**: Social Studies; **Tech.**: Technology; **Voc.-Tech. Ed.**: Vocational-Technical Education.
Assessment Abbreviations: **CRT**: Criterion-Referenced Test; **NRT**: Norm-Referenced Test; **Pf**: Portfolio Assessment; **Pr**: Performance Test; **WS**: Writing Samples.

ST	Content Standards Under Development	Content Standards Ready for Implementation	Student Performance Standards	Student Assessments	Opportunity-To-Learn Standards	Teacher Policy on Professional Preparation	State Technology Plan	Governance & Management Change	SEA Reorganization	Bottom Up Community Involvement	Collaboration / Integration of Services
CO	Math, Sci, Reading, Writing, History, Geography, Civics, Music, Visual Arts, Dance, Theater, P.E.			NRT CRT Pr WS		X			X	X	X
CT	Being Reviewed: Math, Sci, Health, English, Soc. St., F.Lang., Arts, P.E.	Tech. Prep.	Reviewing: Math, Sci, Reading, Writing, Soc.St., Tech. Prep. UD: Apprenticeships	CRT Pr WS		X			X	X	X
DE	Being Reviewed: Math, Sci, English-Lang. Arts, Soc.St.		During Interim Assessment Program: Math, Reading, Writing	NRT Pr WS	X	X	X	X	X	X	X
FL				NRT CRT WS		X	X	X	X	X	X
GA	Being Reviewed: Math, Sci, Health, Lang. Arts, Soc.St., F.Lang., Arts, P.E., Comp. Sci	School-to-Work	Being Reviewed: Math, Sci, Health, English, Soc.St.	NRT CRT Pr WS		X	X	X	X	X	X
HI	Being Reviewed: ESL	Math, Sci, Health, English, Soc.St., F.Lang., P.E., Music, Visual Arts		NRT CRT		- - -	X	- - -	- - -	X	X

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ID	Math, Lang. Arts, Sci,Soc.St., Health, P.E., Fine Arts, F.Lang., Humanities, Voc.-Tech. Ed.	X	UD: Math, Lang Arts, Sci, Soc.St., Health, P.E., Fine Arts, F.Lang., Humanities, Voc.-Tech. Ed.	NRT WS		X	X	X	X	X	X
IL	Lang. Arts, Bio./Phys. Sci, Math, Soc.Sci, Fine Arts, Phys. Dev. & Health		Math, Sci, Health, Reading, Writing, Soc.St., Arts, P.E.	NRT CRT WS		X	UD	X	X	X	X
IN	Soc.St., ESL, Tech. Prep., Citizenship	Math, Sci, Arts, Health, English, F.Lang., P.E.	Math, Reading, Writing, P.E.	NRT CRT:proposed		X		X		X	X
IA	Math, Sci, History, Geography		Math, Sci, History, Geography			X		X	X	X	X
KS	School-to-Work, Tech. Prep.	Math, Sci, Health, Soc.St.; Communications: Reading, Writing, Speaking, Listening	Math, Reading, Writing	NRT CRT Pr WS		X	X		X	X	X
KY		Math, Sci, Health, Lang. Arts, Soc.St., Arts, P.E.	Math, Sci, Reading, Writing, Soc.St., School-to-Work, Tech. Prep. UD: Arts	Pr Pf		X	X	X	X	X	X
LA		Math, Sci, Health, English, Soc.St., Arts, P.E.	Math, Sci, English, Soc.St.	NRT CRT WS		X	UD	UD	X	X	X

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ST	Content Standards Under Development	Content Standards Ready for Implementation	Student Performance Standards	Student Assessments	Opportunity-To-Learn Standards	Teacher Policy on Professional Preparation	State Technology Plan	Governance & Management Change	SEA Reorganization	Bottom Up Community Involvement	Collaboration / Integration of Services
ME	Math, Sci, Arts, English/Lang. Arts, F.Lang., Soc.St., Health/ P.E., School-to-Work, Integrated Learnings		UD: Math, Sci, Com. Skills, Soc.St., School-to-Work	NRT Pf WS	UD	X	UD	X	X	X	UD
MD		Reading, Math, Writing, Lang. Usage, Soc.St., Sci	Being Reviewed: Math, Sci, Reading, Writing, Lang. Arts, Soc.St.	CRT Pr WS		X	UD	X	X	X	X
MA	Math, Sci, English, Soc.St., World Languages, Health, Arts		Math, Sci, English, Soc.St., World Languages, Health, Arts	Pr WS		X	X	X	X	X	X
MI	Literature, Tech. Prep., Multiculturalism	Math, Sci, Soc.St.	UD: Math, Sci, Soc.St.	CRT			X	X	X	X	X
MN	Math, Sci, Health, English, Reading, Soc.St.,Arts, Health		Math, Sci, English, Reading, Soc.St., Arts, Health		X	X	X	- - -	- - -	X	- - -
MS	- - -	- - -	- - -	NRT CRT WS	- - -	- - -	- - -	- - -	- - -	- - -	- - -
MO	Math, Sci, Health, English, Soc.St., Arts, P.E., School-to-Work, Citizenship			NRT CRT WS UD: Pr		X				X	X

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MT		Math, Sci, Health, English, Soc.St., Arts, P.E.		NRT				X	X		X
NE						X		X	X		X
NV	Being Reviewed: English	Math, Sci, Health, Soc.St., F.Lang., Arts, P.E., Comp.Sci, School-to-Work, Tech. Prep., Apprenticeships	Writing	NRT CRT WS		X	- - -	X		X	X
NH	Math, English, Soc.St., Sci	Math, Sci	UD: Math, Literature	X		X		X	X	X	X
NJ	Math, Sci, Health, English, Soc.St., F.Lang., Arts, P.E., Career Education		Math, Sci, Health, English, Soc.St., F.Lang., Arts, P.E., Career Education	CRT Pr WS		X	X	X	X	X	X
NM		Math, Sci, Health, English, Soc.St., F.Lang., P.E., Citizenship, Employability		NRT CRT Pr Pf WS		X	X	X	X	X	X
NY	Math, Sci, Health, English, LOTE, Soc. Arts, Arts, P.E., School-to-Work; Being Reviewed: Tech. Prep.		Math, Sci, Health, English, ESL, Soc.St., F.Lang., Arts, P.E., School-to-Work, Tech. Prep	CRT Pr WS	X	X	X	X	X	X	X

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NC	Being Reviewed: Arts	Math, Sci, F.Lang., Health, English, Soc.St., P.E., Comp. Sci, School-to-Work, Citizenship, Multiculturalism	Math, Reading, Writing, F.Lang.	NRT WS		X	X	X	X	X	X
ND	Being Reviewed: Multiculturalism	Math, Sci, English, Soc.St., Health, F.Lang., Arts,P.E., Business Ed., Media	English, Lang. Arts	NRT	UD	X	X	X	X	X	X
OH	Sci, Soc.St.	Math, English	Math, Reading, Writing, Citizenship	NRT CRT WS		X	X	X	X	X	X
OK		Grades K-12: Reading Writing, Listening, Speaking, Literature, Math, Sci, Soc.St., Languages, Arts, Instructional Tech., Information Skills, Health ; Grades 6-10: Tech. Prep.	Math, Sci, Reading, Writing, History, Geography, Music, Visual Arts, Gov't.	NRT CRT WS		X	X	X	X	X	X
OR	Math, Sci, Health, English, Soc.St., Arts, P.E., Comp. Sci, School-to-Work, Tech. Prep., Multiculturalism		UD: Math, Sci, Health, English, Civics, F.Lang., Arts, P.E., Comp. Sci, Multi-culturalism	CRT Pr WS		UD	X	X	X	X	X

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PA	Math, Sci, Communications, Tech., Environment/ Ecology, Citizenship, Arts/ Humanities, Career Ed., Fitness, Home Ec., School-to-Work		UD Planning Process Tied to Content Standards	CRT Pr WS	UD	UD	UD	X	X	X	X
RI	Math, Sci, Tech., Helath, P.E.		Math, Sci, Tech., Health, P.E.	NRT CRT Pr	X	X	UD	X	X	X	X
SC	Sci, Soc.St., Health & Safety, P.E., Lang. Arts	Math, F.Lang., Visual & Performing Arts	Math, Sci, Reading, Writing	NRT CRT Pr WS		X	X	X	X	X	X
SD	F.Lang., English, Arts, History, Civics, Geography		F.Lang., English, Arts, History, Civics, Geography	NRT CRT		X	X	X	X	X	X
TN		Math, Sci, Health, English, ESL, Soc.St., F.Lang., Arts, P.E., Comp. Sci, School-to-Work, Tech. Prep.	Math, Lang. Arts, Writing	NRT CRT WS		X	X	X		X	X
TX	Essential Elements of Instruction in place: clarification UD	- - -	UD	NRT	- - -	X	X	X	- - -	- - -	- - -

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UT	School-to-Work, Tech. Prep., Apprenticeships	Math, Sci, Health, English, Soc.St., F.Lang., Arts, P.E., Comp. Sci, Citizenship	NRT CRT WS	X	X	X	X	X	X	X	X
VT	Writing, Arts	School-to-Work, Tech. Prep., Apprenticeships	UD: Writing, Arts	NRT Pf WS	UD	X	UD	X	X	X	X
VA	Math, Science, English/Lang.Arts Soc.St.			NRT CRT WS		UD	X	X	X	X	X
WA	Planning Stage		Planning Stage	NRT WS		X		X	X	X	X
WV	Arts, Soc. St.	Math, Sci, Health, English, Soc.St., F.Lang., Arts, P.E.	UD: Math, Sci, Health, English, Soc.St., ESL, F.Lang., P.E., Comp. Sci, School-to-Work	NRT CRT WS	UD	UD	X	X	X	X	X
WI		Math, Sci, Lang. Arts, Soc.St., Apprenticeships	UD: Math, Sci, Lang. Arts, Soc.St.	NRT Pr: Writing		UD		X	X	X	X
WY		Math, Sci	Math, Sci	UD	UD	UD	UD	X	X	X	X

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SECTION II

REGIONAL REPORTS

INTRODUCTION

This section provides information on state education improvement activities, grouped into the 10 regions served by the federally funded educational laboratories (see map following this introduction). The data are shown by region for these reasons:

1. Goals 2000 provides the states with an opportunity to work collectively in multistate consortiums, as well as individually, to realize the objectives of Title III. Because of close proximity, states in regions often have similar histories and traditions and share information and experiences cost effectively.

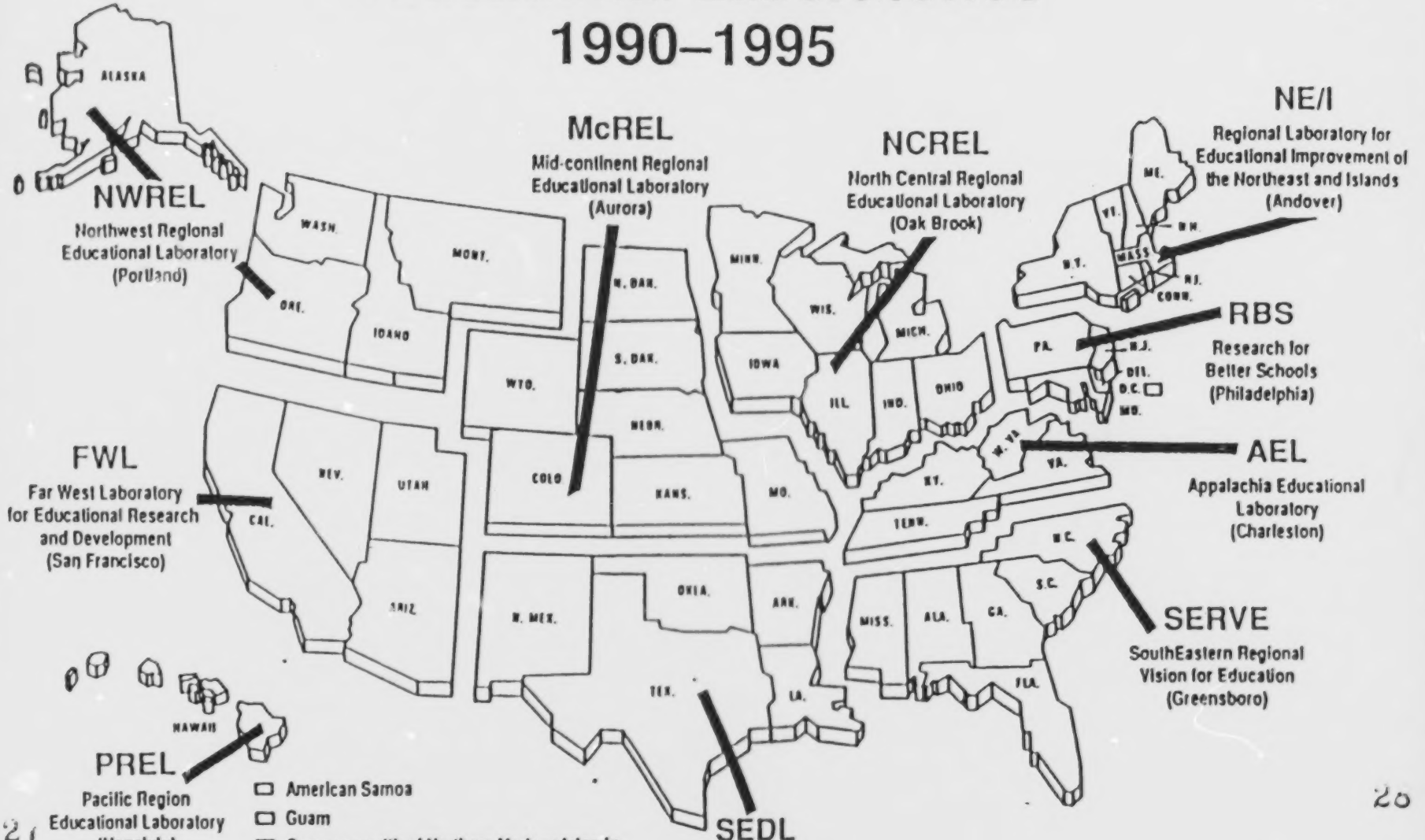
2. The U.S. Department of Education regions have existed over time, and the states have forged collaborative relationships and partnerships for mutual action.

3. The reauthorized Elementary and Secondary Education Act (ESEA), now called the Improving America's Schools Act (IASA), provides for the formation of 15 comprehensive regional assistance centers to provide technical assistance to states and to collaborate with the already existing laboratories, clearinghouses, and institutes on the educational needs of children and youth.

The display of information by region should enhance the potential for mutual state support. This report is in no way intended to limit multistate action to these regional groupings. Many state consortiums include states from throughout the nation.

Office of Educational Research and Improvement

Educational Laboratories 1990–1995



NWREL
Northwest Regional Educational Laboratory (Portland)

McREL
Mid-continent Regional Educational Laboratory (Aurora)

NCREL
North Central Regional Educational Laboratory (Oak Brook)

NE/I
Regional Laboratory for Educational Improvement of the Northeast and Islands (Andover)

RBS
Research for Better Schools (Philadelphia)

AEL
Appalachia Educational Laboratory (Charleston)

SERVE
SouthEastern Regional Vision for Education (Greensboro)

FWL
Far West Laboratory for Educational Research and Development (San Francisco)

PREL
Pacific Region Educational Laboratory (Honolulu)

- American Samoa
- Guam
- Commonwealth of Northern Mariana Islands
- Republic of Palau
- Republic of Marshall Islands
- Federated States of Micronesia

SEDL
Southwest Educational Development Laboratory (Austin)

NE/I
- Puerto Rico
- Virgin Islands

NORTHEAST REGION

Title III of Goals 2000, "State and Local Education Systemic Improvement," provides support for the development and implementation of systemic education improvement plans at the state and local levels. States are currently at various stages of developing and implementing these plans, based on such criteria as content and performance standards, student assessment, and the role of the teacher.

By drawing on the rich history of state collaborative efforts to foster improvement, the Council of Chief State School Officers is supporting efforts to implement Goals 2000. This report provides a resource for state and federal policymakers. It is designed to help inform decision making by identifying states' accomplishments and lessons learned in developing and implementing improvement activities.

The information in this report was compiled from the Council's survey, "State Systemic Education Planning--Status in Your State," which was completed in 1993. Information was updated in April 1994, and May 1995. The Council will update the information to report progress on state-by-state Goals 2000 implementation.

1. **Content Standards**. The seven states in this region, **Vermont**, **New Hampshire**, **New York**, **Rhode Island**, **Connecticut**, **Maine**, and **Massachusetts**, indicate a range of efforts to develop content standards. **Connecticut** is the only state to report reviewing, refining, and developing content standards in all disciplines. **Massachusetts** reports that it submitted a draft of the math/science and technology frameworks to the board of education in May 1994. Following public comment and revisions, the board is expected to adopt the frameworks by June 1995. The frameworks are modeled on National Research Council (NRC) and National Council of Teachers of Mathematics (NCTM) standards. Public Comment drafts of five other frameworks mandated by the Education Reform Act, 1993, the arts, English/language arts, health, social studies, and world languages were submitted to the board of education in February 1995. Following public comment and revisions, the board is expected to adopt these frameworks in June 1995. **New York** will have completed the development of draft content and performance standards in all areas by June 1995. A math/science/technology framework and frameworks in English language arts, the arts and languages other than English (LOTE) have been approved by the Board of Regents for review and comment. In addition, Essential Workplace Skills are being integrated into all academic curriculum frameworks at all grade levels. **New Hampshire** has completed standards for grades 3, 6, and 10 in math and science and has started development of content standards in social studies and English/language arts. **Rhode Island** has content standards in the process of development for math, science, English language arts, health, physical education, and technology and has

established a September 1995 deadline for final copies of frameworks in math, science, and technology to be ready for public review. An English language arts framework will be in draft form by June 1995. **Vermont**'s state board of education has approved distribution of the Second Working Draft of the Content Standards for **Vermont**'s Common Core of Learning. The draft was completed by the three Curriculum Framework Commissions--Arts and Humanities; Social Sciences; and Science, Math, and Technology (funded by the **Vermont** Institute for Science, Math, and Technology-VISMT, Vermont's Statewide Systemic Initiatives grant from NSF). Currently, VISMT is working with 22 partnership schools to field test the current draft. The state board of education has set fall 1995 as the date for approval of the Curriculum Framework. **Maine** indicates that it is in the process of developing content standards including big guiding principles, integrated learnings, and in eight content areas (math, science, English/language arts, foreign languages, social studies, arts, applied technology/vocational education, health/P.E.), based on the **Maine** Common Core of Learning. **Maine** also reports that it is integrating its work on Learning Results development and the School-to-Work Transition program to create a seamless education system and that content standards for tech prep and apprenticeships are being reviewed and refined. **Connecticut** and **New York** will make their standards available for use by other states in the future.

2. **Performance Standards**. The seven states of the region--**Vermont**, **New York**, **Connecticut**, **New Hampshire**, **Rhode Island**, **Maine**, and **Massachusetts**--report that they are formulating or will formulate performance standards as part of a systemic plan or as an independent project. **Connecticut** has completed math, reading, and writing standards; is reviewing science standards; and has begun development of social studies, tech prep, and apprenticeship standards. **Massachusetts** reports that performance standards in the core subjects will be based on curriculum frameworks and the Common Core of Learning, which is currently under development. **Massachusetts** intends to have a competency determination in place for 10th-grade students by 1997. **New Hampshire**, as an independent initiative, has begun development of performance standards for math and literature. **New York**, as part of its systemic initiative, has begun development of performance standards in all areas. Performance standards for workplace skills are being established for all areas. **Rhode Island** will begin the development of its performance standards to support its content standards. **Maine** reports that it is developing performance standards in eight content areas (math, science, English/language arts, foreign languages, social studies, arts, applied technology/vocational education, health/P.E.) and integrated learnings,

based on the Maine Common Core of Learning. **Maine** intends to have these standards drafted, approved by the state board of education, and submitted to the Joint Standing Committee on Education and Cultural Affairs by July 1, 1995. **Vermont**'s Student Performance Standards are being developed following the Curriculum Framework format--Arts and Humanities; Social Sciences; and Science, Math, and Technology. The state board of education reviewed the first working draft in February 1995. A public draft is due out in late spring for comment.

3. **Student Assessments**. **New Hampshire** initiated a new statewide testing program beginning at grade 3 in 1994. The New Hampshire Educational Improvement and Assessment Program will be expanded to include grades 6 and 10 in 1996. **Connecticut** will use the Connecticut Academic Performance Test (CAPT) at grade 10 and has used and will continue to use the Connecticut Mastery Test (CMT) at grades 4, 6, and 8 in language arts, math, reading, and writing. **Maine**'s state tests in the core areas are taken at grades 4, 8, and 11 and are based on the Maine Educational Assessment (MEA) program. The MEA questions are predominantly open ended, with proficiency levels being established to ensure higher school/student use. The final administration of the **Massachusetts** Educational Assessment Program (MEAP) was in April 1994. A new assessment program will offer an annual assessment based on the new curriculum frameworks and consist of a variety of instruments and include participation with the National Assessment of Educational Progress (NAEP) and the New Standards Project. **New York** has the most expansive and inclusive state testing program with the Pupil Evaluation Program (PEP) in reading, math, and writing at grade 5; Program Evaluation Tests in science and social studies at grades 4, 6, and 8; the Regents Competency Tests in the core subjects at grades 9, 10, and 11; and the Regents Examination Program at grades 9 through 12. **New York**'s Board of Regents and Department of Education are discussing the incorporation of portfolios and more performance-based approaches into their program of assessments. Schools that are interested in piloting more rigorous learning and assessment strategies are able to apply for a variance from current regulations, and data from these schools become part of the state's revision process. **New York** anticipates the development of an Assessment of Initial Mastery (AIM) in the coming year. In addition, local Workforce Preparation pilot sites are implementing portfolio assessments. **Rhode Island** is currently using selected subtests of norm-referenced reading and math assessments at grades 4, 8, and 10; providing a separate writing test at grades 4 and 8; and participating in the state-by-state NAEP. Rhode Island has developed a revised 5 year

Assessment Plan consistent with the State Plan. Performance and portfolio assessments are being developed and piloted in language arts, math, science and health education. **Vermont** is continuing the development of its Comprehensive Assessment System. The system currently consists of portfolio assessment and a Uniform Test (using former NAEP questions) in writing at grades 5 and 8 and math in grades 4 and 8. **Vermont** also plans to pilot the national New Standards Assessment in literacy and high school math. VISMT has completed the development and piloting of a high school (grade 11) math portfolio, which will be turned over to the state board of education in July 1995 to add to the state's Comprehensive Assessment System. VISMT has begun the development of a science, math, and technology assessment instrument that is due for piloting in 1996.

4. **Opportunity-to-Learn Standards**. No states report using the terms "school delivery standards" or "opportunity-to-learn standards." **Rhode Island** is developing "opportunity-to-learn strategies." Seven states (**Rhode Island**, **New Hampshire**, **New York**, **Vermont**, **Connecticut**, **Maine**, and **Massachusetts**) indicate that they have the following: state standards for school facilities, school approval standards (in **Connecticut**, available to private schools only on a voluntary basis), state standards for minimum school year and minimum school day, and state standards for teacher quality (**New Hampshire** specifies state standards for teacher certification). **Massachusetts** indicates having all of the foregoing standards except those for school approval. Four states (**Rhode Island**, **New York**, **Vermont**, and **Maine**) also indicate having state standards for school environmental quality and learning technologies. Four states (**Connecticut**, **Rhode Island**, **New York**, and **Vermont**) report standards for remedial study or extra aid (in **Connecticut**, based on performance on Mastery Tests; not written as separate standards documents). **Vermont**, **Connecticut**, and **Massachusetts** report standards for professional development (in **Connecticut**, standards are only guidelines). **Vermont** reports that opportunity-to-learn standards are under development.

5. **Role of the Teacher**. Changes in the role of teachers in the governance and decision-making process, using a site-based management model, are being explored in some **Connecticut** schools based on local initiatives, and in **New Hampshire** through its School Improvement Program (SIP). **Connecticut** has required that teachers have a subject area major. **New York** has mandated, by Commissioner's regulation, shared decision making at district and building levels. Progress varies

at both the district and building levels on implementing the shared-decision-making regulation. All schools have submitted their district plans to the New York State Education Department, and they have been approved. Major efforts are under way by building-level teams to implement the regulation. **Rhode Island**'s governing board has established a goal to move toward school site-based management and is working with the Skill Commission to achieve that process through training. **Vermont** and **Rhode Island** are using a teacher participation model to engage teachers in developing standards and assessments. In addition, local re-licensing boards (composed of a majority of teachers) continue under the direction of the **Vermont** Professional Standards Board (PSB). Teachers are also serving on local district professional development teams and are involved as members of the design teams established to develop the Common Core and Curriculum Framework and the comprehensive assessment system. **Maine** reports that the changes involving the role of the teacher address the issues of involvement, accountability, and site-based decision making. Over 300 teachers were involved in drafting the Learning Results for Maine on April 4 - 6, 1995. In **Massachusetts**, teachers must be members of school-site councils which develop annual school improvement plans for approval by the district school board.

6. **Professional Preparation**. Seven states--**Vermont**, **Rhode Island**, **New Hampshire**, **New York**, **Connecticut**, **Maine**, and **Massachusetts**--report changing licensing standards. **New Hampshire** indicates that it is currently rewriting standards. **Vermont**'s Professional Standards Board (PSB) is re-examining alternative licensing, endorsements, and beginning teacher competencies. The PSB is responsible for the approval of higher education teacher preparation programs. Both the higher education institution and its education graduates must produce a portfolio demonstrating their individual competencies to prepare educators. The University of **Vermont** College of Education and Social Services (CESS) has established three regional Professional Development School (PDS) sites. Additional funding from Goals 2000 has resulted in the establishment of a fourth site and the expansion of two existing sites. The PDS sites are a partnership between the school districts and CESS and are designed to provide field experiences for undergraduates and a year-long internship for graduate students in education and social services. **Maine** reports it is in the process of rewriting standards. However, **Maine** had completed major changes by July 1, 1988. **Rhode Island** reports that a consortium of state agency staff, school superintendents, teacher organizations, and colleges and universities is developing performance standards and assessments for beginning teachers. These standards and assessments are expected to impact both preparation

program approval and initial teacher licensure. **New York**, depending on the area of certification, reports being in the planning, rewriting, or adoption stage. New knowledge, skills, and understandings-based certification requirements have been adopted for pre-K through 6, grades 7 through 12 academic subjects, bilingual education, and teachers of English to speakers of other languages (TESOL). Only **Connecticut** indicates that it is preparing for adoption of all standards. **Connecticut**, **New York**, **Rhode Island**, and **Massachusetts** report testing for teacher licensure. **Connecticut** also reports the development of guidelines for assessment of performance for licensure; **Massachusetts** indicates it will be using two tests, one in the content area and a writing test; and **New York** reports the current use of four assessments--two at entry level on Liberal Arts and Science and Teaching skills (both include essays); a multiple-choice content specialty test; and a performance assessment of teaching and skills, which requires submission of a video. **Maine** reports that the development of guidelines for assessment for teacher licensing is in the pilot stage. All states indicate that the changes in the licensure standards will require modifications in teacher education. **Massachusetts**, **New York**, **New Hampshire**, and **Rhode Island** will use the program-approval process to make modifications to teacher education. New **Massachusetts** legislation is proposed to provide authority for the Commissioner of Education to establish standards for the training, support, and supervision of provisional educators. A two-tiered certification is to be established, providing for renewable certification in five-year periods. All candidates must have Bachelor of Arts or Sciences degrees from accredited institutions.

7. **Learning Technology**. **New York** reports having a technology plan in place; **Vermont**, and **Massachusetts** report having such plans under development. **Rhode Island** prepared a draft plan that outlines the use of technology for both instructional and administrative purposes. It will now be thoroughly updated as a component of a new State Technology Plan under Goals 2000. **Rhode Island** had a special allocation of $1.7 million in fiscal year (FY) 1994 for education technology in school districts. **New York** reports $68 million for various hardware, software, and information services. **Maine** reports having an annual appropriation of $500,000 for enhancement of technology in schools. **Massachusetts**, **Maine**, and **New York** indicate the presence of a statewide learning technologies infrastructure. **Massachusetts** reports that its state distance-learning program will serve all educational levels from preschool through continuing education. **Connecticut**'s initial proposal of $75 million in bond funds over five years to build a statewide capacity for schools to take advantage of technology will probably be significantly reduced through the 1995 legislative

process. However, Goals 2000 funds are being used to begin the technology planning process within the state. **Vermont** is using funding from Goals 2000 and an NSF grant to VISMT to develop the public education technology plan. This plan, which will be developed during the next six months, will be linked to the state's overall plan for technology (government, profit and nonprofit). VISMT is providing technical assistance to local school districts to develop their local plans. VISMT is also providing professional development in the use of technology in the teaching and learning process. The Department has established a conference area on Together Net, a nonprofit computer network. Department members, superintendents, principals, technical education directors, school board members, and the general public have access to the conference area.

8. **Governance and Management**. Of the seven states responding to this section of the survey, all indicate that they have reorganized or are reorganizing their state educational agencies (SEAs). **Maine** and **New York** report using a total quality management (TQM) approach. **Rhode Island**, **Connecticut**, **New Hampshire**, **Maine**, and **Massachusetts** report that their improvement efforts are systemic in nature and were prompted by chief/board initiative and, in the case of **Rhode Island**, by order of the governor. **Massachusetts** also reports that the impetus of the reorganization effort was to increase coordination of services to local districts. The new reform legislation provides $12.9 million for implementation purposes and will remove some of the traditional authority of local district school committees and place it in the purview of superintendents. **Vermont**, **New York**, **Maine**, and **New Hampshire** report changing the role of SEA curriculum specialists. **New York** and **New Hampshire** indicate that the new reorganization will form them into interdisciplinary field-service teams providing technical assistance to local school districts. The **Vermont** Department of Education continues to move toward full implementation of TQM within the restructured Department. The Department continues to be downsized due to level funding of the Department's budget and the loss of federal funding. Outside funding plays a major role in the fiscal support of the Department and **Vermont**'s improvement agenda.

9. **Community Involvement**. All seven states indicate various strategies to develop broad-based support for improvement. The **Connecticut** SEA, at the direction of the state board of education, published in 1993 An Agenda for Education in Connecticut, and in 1994, Working Together for Student Achievement. Both brochures framed for all constituent groups the topics or issues for public dialogue and support for education priorities. **Massachusetts** reports strong support from

the Massachusetts Business Alliance. The Alliance published a document entitled Every Child a Winner that was used as the foundation for the reform movement. The SEA developed an extensive public information campaign in support of the reform legislation, including Commissioner's meetings with major new editorial boards; creation of a 15-minute video for statewide use by the media; development and dissemination of a brochure on the reform legislation; 24-hour public information accessibility to the SEA staff; and four statewide information forums. **New Hampshire** indicates that it is not involved in formal systemic improvement planning, but is building support for improvement planning through such strategies as a two-day "Future Search Conference" designed to involve broad-based community members to aid in planning. **New Hampshire** is also beginning to develop a public information/relations program. **New York**'s "New Compact for Learning," a State Board of Regents' initiative, has been communicated to the public through 20 regional "Focus Forums" designed to build trust and credibility for the effort. Support for the "New Compact" is sustained through the Commissioner's regulations, which require all districts to ensure parent, teacher, and administrator involvement in school-based planning and decision making. Further, a public relations and communications program has been developed, entitled "Communicating the Compact," to assist in state and local district understanding of the compact. In addition, the State Commissioner of Education has formed a Commissioner's Advisory Council for Parent Partnerships. Council members, recommended by parent groups throughout the state, provide input on implementing **New York**'s educational reform initiative. **New York** has also formed local partnerships that collectively plan, develop, and implement school-to-work activities. These partnerships engender genuine collaboration among educators, employers, organized labor, parents, and others to build linkages between schools and the workplace. **Rhode Island**'s 21st Century Commission Report and the **Rhode Island** Skills Commission Report are receiving support through a statewide team-building effort formed by major constituency groups and interested citizens. **Maine** reports that efforts in this area are part of an independent activity and cites support from an Interdepartmental Council, consisting of the Department of Education, the Department of Human Services, and the Department of Mental Health and Mental Retardation. **Vermont**'s Education and Human Services share a common vision of service to local communities--the child, the family, and the community. To help achieve this vision, both agencies provide assistance, human and fiscal, to support community programs. The use of community focus forums, community needs assessments, strategic planning, "Success by Six", and interprofessional staff development are examples of the "tools" being used to bring about greater community involvement.

EAST CENTRAL REGION

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1. **Content Standards**. The East Central Region is composed of four states (**Pennsylvania**, **New Jersey**, **Maryland**, and **Delaware**) and the **District of Columbia**. Three states (**Maryland**, **New Jersey**, and **Delaware**) report developing or having developed content standards. **Maryland**'s learning outcomes were completed in 1990 in the areas of reading, math, writing, language usage, social studies, and science and are aligned with the **Maryland** School Performance Assessment Program. **New Jersey** indicated draft development of content standards in core subject areas in July 1993; final adoption is scheduled for January/February 1996. **Delaware** cites completion of standards in math, science, English-language arts, and social studies in spring 1995. All three states (**New Jersey**, **Maryland**, and **Delaware**) indicate that content standards development is part of a systemic initiative. Two states (**Maryland** and **New Jersey**) report differentiating standards by age/grade level. Two states (**Delaware** and **New Jersey**) report using NCTM and American Association for the Advancement of Science (AAAS) materials in the development of math and science standards. **Pennsylvania** has established student learning outcomes in communications, math, science and technology, environment and ecology, citizenship, arts and humanities, career education and work, wellness and fitness, and home economics. State assessments in reading, writing, and math are aligned with student learning outcomes in these areas. **Pennsylvania**'s Goals 2000 State Improvement Panel is beginning to establish content standards for the state's student learning outcomes and for school-to-work transition. In addition, SEA staff are providing model benchmarks and indicators to local education agencies (LEAs) in several outcome areas.

2. **Performance Standards**. **Maryland** reports aligning performance and assessment standards in the areas of reading, math, writing, language usage, social studies, and science. **New Jersey** indicates draft development of performance standards in core subject areas in July 1993; final adoption is scheduled for January/February 1996. **Delaware** is beginning to develop the Comprehensive Assessment System, which will assess student performance in English/ language arts, math, science, and social studies in at least four grades. All assessments will be based on the content standards written by the four Curriculum Framework Commissions, and performance standards will be set after the implementation of the Comprehensive Assessment System. Implementation is currently slated for the 1997-98 school year. **Delaware** further reports using the New Standards Project as the model for developing math and English/language arts performance standards. **Maryland**, **New Jersey**, and **Delaware** report the development of performance standards as part of a systemic initiative. As with its content standards, the **Pennsylvania** Goals 2000 State Improvement Panel is also working to establish state performance standards.

3. **Student Assessments**. **Delaware** is in the third year of the Interim Assessment Program for students in grades 3, 5, 8, and 10, using performance assessments in reading, writing, and math. The state also administers an abbreviated norm-referenced battery in reading and math. Using standards set in 1993 by Delaware teachers after the first administration of the program, the state reports student achievement on the performance assessments. In 1996 and 1997, the last two years of the Interim Assessment Program, the state will align the assessments with the content standards. Delaware is also developing a new generation of writing assessments. These assessments reflect the view of writing as described in the English Language Arts Framework document and hence represent a shift from writing in various genres to writing for a specific purpose, situation, and audience. As indicated in previous sections, **Maryland**'s assessment program is aligned with its content and performance standards in the subject areas listed previously and is administered at grades 3, 5, and 8. **Maryland** also has a High School Graduation Requirement for all students, assessing basic competencies in math, reading, and writing beginning in grade 7 and in citizenship at grades 9 and 10. In addition, **Maryland** is also developing a testing program at the high school level to measure the performance level of students as part of student graduation requirements. Content teams of school and business professionals are identifying essential or core learning goals in English, math, science, social studies and "skills for success." Recommendations regarding possible assessment formats will be included in a comprehensive proposal to be submitted to the **Maryland** state

board of education in June 1995. **New Jersey** is currently using a two-tiered assessment system, primarily focused on secondary students, that includes an 8th grade Early Warning Test (EWT) in reading, math, and writing. The EWT is a diagnostic tool to help students prepare for passing the grade 11 High School Proficiency Test (HSPT) in math, reading, and writing, which is a graduation requirement. Students must repeat the HSPT-11 until they pass. The **Pennsylvania** System of School Assessment (PSSA) includes tests of reading and math in grades 5, 8, and 11 and of writing in grades 6 and 9. Reading and math assessments increasingly require indicators of student performance, based on responses to assessment items such as open-ended questions. Both assessments are related to **Pennsylvania**'s student learning outcomes. The writing assessment, composed of writing samples, also measures performance in relation to state outcomes. In addition, the PSSA includes annual reports to local school districts containing building-level results of state assessments, as well as an array of other related data. As more precise state content standards are developed, state assessments will be crafted to reflect them.

4. **Opportunity-to-Learn Standards**. Of the four states reporting, none report using the terms "school delivery standards" or "opportunity-to-learn standards." The only standards common to all four states were state standards for school facilities and state standards for minimum school day and year. Three states (**Maryland**, **Delaware**, and **Pennsylvania**) indicate having state standards for teacher quality. However, the **Pennsylvania** Goals 2000 State Improvement Panel is addressing the issue of opportunity-to-learn standards, and will include its recommendation within the State Improvement Plan. In 1994, the **Maryland** General Assembly passed House Joint Resolution 17, requiring the **Maryland** State Department of Education to conduct a school-by-school needs assessment to determine opportunity-to-learn strategies. The department must submit a report regarding the analysis of the surveys to the General Assembly in 1995.

5. **Role of the Teacher**. Three states of the region (**Maryland**, **Delaware**, and **Pennsylvania**) specifically mention that their improvement efforts will result in role changes for teachers in the decision-making process. **Maryland** currently has in place its "School-Based Instructional Decision Making" (SBIDM) program, which is conducted by the Regional Staff Development Centers. SBIDM focuses on three areas: developing school improvement teams, involving parents in school improvement and SBIDM, and developing promising programs and practices for school improvement teams. More than 11,000 teachers, administrators,

paraprofessionals, and parents have participated to date. **Delaware** is actively engaging teachers in their framework and performance standards/assessment standards work. **Delaware** is also using the Coalition of Essential Schools model to help define new instructional roles for teachers. Both **Pennsylvania** and **Delaware** also mention that the "Re-Learning" project is assisting schools with site-based decision making. All states indicate support systems in place to assist teachers. **Pennsylvania** indicates that Lead Teacher Centers are providing support across the state; **Delaware** reports specialized funding for teacher release time and travel; **New Jersey** reports that effective September 1993, the Beginning Teacher Induction Program was in place to provide support and guidance for new teachers from the school-based teams. **Maryland** is assigning SEA resource personnel as facilitators for the lowest-performing schools to develop school improvement teams. **Pennsylvania**'s Professional Standards and Practices Commission, a statutory body composed of 13 people, 7 of whom must be practicing teachers, oversees standards and policies relating to the improvement of the teaching profession.

6. **Professional Preparation**. The states of **New Jersey**, **Maryland**, and **Delaware** indicate the recent adoption of new teacher licensing standards. **Delaware**'s standards became effective July 1, 1993. **New Jersey**, **Delaware**, and **Maryland** report testing for teacher licensure; however, none indicate that the test assesses teacher performance, and no guidelines have been adopted. **Delaware** reports, however, that it is currently developing an "Educational Plan for Professional Competency" that includes performance assessment toward the end of the teacher induction process. **Delaware** is reviewing the Inter-State New Teacher Assessment & Support Consortium (INTASC), PRAXIS, and National Board of Professional Teacher Standards (NBPTS) as models. Both **Maryland** and **New Jersey** indicate that changes in state teacher licensing standards will require changes in teacher education. Currently, prior to certification, **Pennsylvania** teachers must pass the National Teachers Examination (NTE) core battery and specialty tests in their area of certification. The state board of education is in the process of rewriting regulations governing teacher preparation and certification.

7. **Learning Technology**. Both **New Jersey** and **Delaware** indicate having a state learning technology plan. **Delaware** has a small appropriation ($25,000) for the purchase of hardware and software. New Jersey has an appropriation of $500,000 in the 1994-95 state budget for grants to support "electronic classrooms." **Maryland** and **Delaware** indicate having in place a staff development program

for technology. **Delaware** is the only state reporting that it has a statewide learning technologies infrastructure. Distance-learning programs in **Delaware** are serving secondary students, colleges, and university programs. Ninety-eight percent of Delaware's public schools are wired for and receiving free *Cable in the Classroom* services. **Delaware** has established partnerships with two of their local cable companies (serving approximately 85 percent of the public schools) and Turner Broadcasting's Learning Division to provide access to Turner's Electronic Field trips. **Delaware** was designated a Phase I Pilot and Implementation site for PBS's *Ready to Learn* Early Childhood Staff Development Project and a Phase II MathLine (Middle Level Math Professional Development) Project. **Delaware** purchased a Class B Internet License and has provided access to all Delaware public educators at no charge. In addition, the state has installed T1 (high speed) lines in all public secondary schools. The Department of Public Instruction provided funds to all local districts for the purchase of modems and the installation of telephone lines into every elementary and middle school library for access to the state's electronic network, including Internet. Laserdisc players and ABC News Comprehensive Health courseware has been provided to all public secondary schools. **Delaware**, in partnership with the **Maryland** State Department of Education, has developed and implemented a multimedia staff development project titled Instructional Frameworks which includes a database on research, exemplary instructional strategies and assessments, and contacts tied to standards, plus videodiscs showing teachers implementing the standards in the classrooms. In addition, as part of **Delaware**'s development of content standards in math, English/language arts, science and social studies, the state has developed a document-matching educational software. Distance-learning programs in **Pennsylvania** and **Maryland** are servicing middle and secondary school students. Technology programs in **New Jersey** schools serve grades K through 12. **Pennsylvania**, in addition to the foregoing grade levels, serves colleges, universities, and continuing education programs. **Pennsylvania**'s Goals 2000 State Improvement Panel is developing a technology plan as part of the State Improvement Plan.

8. **Governance and Management**. All four states indicate reorganizing their SEAs as a result of chief or state board of education recommendation. All states except **Delaware** indicate changes in the role of the SEA staff for direct school-based technical assistance. **Maryland** instructional personnel spend half their time at local schools with their school improvement teams. **Pennsylvania** personnel are assigned on a regional basis to assist with school-based planning. **Delaware** has adopted a unique process of bringing in local expertise to work with SEA

personnel on standards, frameworks, and assessments. **Delaware** further indicates that local districts requested this approach. **New Jersey** has shifted many of its staff to regional and field offices to provide regulatory and training services in a manner more responsive to the needs of LEAs. Reallocated regulatory staff include those assigned to Special Education, Chapter 1, Bilingual Education, Nutrition, Migrant Education, and (eventually) Teacher Licensing. Reallocated training staff will eventually include those assigned to General Education, Adult Education, Special Education, Vocational Education, and Provisional Teacher Certification.

9. **Community Involvement**. All four states of the region report intensive efforts to engage the community and the business sector in their reform initiatives. **Delaware**'s survey mentions a Business Round Table (BRT)-funded GAP Analysis for the state, as well as the formation of "Community Partners" statewide, to broaden the public conversation concerning the New Directions Reform Initiative. **New Jersey** and **Pennsylvania** both cite the use of forums and meetings held around their respective states to build broad-based support for improvement. **Maryland**'s Governor's Commission on School Performance was a prime mover in building public support. The BRT is also mentioned as being helpful in implementing improvement efforts over the next decade. Three states (**Maryland**, **Pennsylvania**, and **Delaware**) report formal public relations programs consisting of print, video, and information packets; brochures; and publications. In addition, **Pennsylvania**'s Goals 2000 State Improvement Panel includes significant participation by business leaders and organizations representing parents and families. Further, **Pennsylvania**'s requirements for local school district strategic planning ensure that all sectors of the community are involved in designing local improvement strategies.

APPALACHIA REGION

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1. **Content Standards**. Of the four states in the region, three (**West Virginia**, **Kentucky**, and **Tennessee**) indicate that they have completed development of content standards in the core subjects as part of a systemic initiative. **Virginia** reports that it has had content standards since the early 1980s and is currently revising them in four core academic areas: English/language arts, mathematics, science, and social studies. **West Virginia**, **Kentucky**, and **Tennessee** all indicate that their standards are differentiated by developmental level--elementary, middle, and high school. Two states (**Kentucky** and **West Virginia**) used NCTM standards for math. **West Virginia** has moved ahead of the national standards development in science to write and initiate a hands-on, thematic curriculum framework for science. **West Virginia** has also approved instructional goals for language arts, which include viewing, listening, and speaking skills. **West Virginia**, **Tennessee**, and **Kentucky** indicate providing or planning to provide continuing professional development activities to support delivery of the content standards. **Kentucky** ran an extensive staff development program in the summer of 1993 and has $14 million annually appropriated for market-driven professional development services. **Tennessee** and **West Virginia** indicate that their content standards are available for use by other states. **Kentucky**'s standards will become available for use at a later date.

2. **Performance Standards**. **Kentucky** is the only state in the region to report that performance standards are in place as part of a systemic initiative in the areas of math, science, reading, writing, social studies, tech prep, and school-to-work transition. **Kentucky** further reports developing performance standards in the

arts. **Kentucky** will also make its standards available for use by other states. **West Virginia** intends to develop performance standards as part of its systemic initiative by December 1995. **Tennessee** has developed performance standards in math, language arts, and writing as independent projects. **West Virginia** has performance standards in basic skills, attendance, and dropout rate that are applied to schools as part of the county/school accreditation process. **West Virginia** seniors must achieve an identified level of proficiency in basic skills to receive a certificate of warranty. **Virginia** students must receive a Literary Passport to be classified as a 9th grader and to receive a diploma.

3. **Student Assessments**. **Kentucky** reports using a three-tiered series of assessments that include: the Kentucky Instructional Results Information Systems (KIRIS) open-response tests in math, reading, science, social studies, and writing at grades 4, 8, and 12; the Performance of Events in math, science, and social studies for a sample of students at grades 4, 8, and 11; and a portfolio assessment in math and writing at grades 4, 8, and 12. **Tennessee** administers an achievement test in the core areas at grades 2 through 8 and 10; a minimum competency test at grade 9; and a writing assessment, which is voluntary for students in grades 4, 8, and 10. **Virginia** is providing a competency test (Literary Passport) in math, reading, and writing at grade 6 and a norm-referenced test in math, reading comprehension, language, work study skills, vocabulary, science, and social studies at grades 4, 8, and 11. This testing program will be reconsidered upon adoption and implementation of new content standards. Similarly, **West Virginia** administers a Comprehensive Test of Basic Skills in the core subjects, plus spelling and study skills at grades 3, 6, 9, and 11 and a criterion-referenced test in math and reading for grades 1 through 6. A separate writing assessment is provided at grades 4, 8, and 10. **West Virginia** has developed a set of performance assessments for music, K through 4. In addition, **West Virginia** will administer an assessment at grade 8 to help students prepare for, enter, and be successful in postsecondary education programs.

4. **Opportunity-to-Learn Standards**. No state in the region reports having "opportunity-to-learn" or "school delivery standards." All four states, however, report having state-approved courses of study, state curriculum frameworks, state approval of texts and instructional materials, school facility standards, minimum school day and year standards, state standards for teacher quality, and requirements for professional development activities. **West Virginia**, **Virginia**, and **Tennessee** also report having school approval standards and standards for

environmental quality. **West Virginia** has an extensive set of Criteria of Excellence, which will be revised to be consistent with their Education First initiative.

5. **Role of the Teacher**. The region's four states all report changes in the role of teachers in policy development, curriculum, and school governance. **Tennessee** cites 1992 legislation to permit site-based management to be employed at the local school level. **Kentucky**'s Education Reform Act (KERA) requires the establishment of School-Based Decision Making Councils at all schools, separate from local boards of education, by 1996. **West Virginia**'s policies expand the roles of school improvement councils, faculty senates, and school curriculum teams that have been established through legislation. Each teacher in **West Virginia** is given $200 to spend at the classroom and building level to improve instruction. **West Virginia** also assigns a mentor teacher to each new teacher and a mentor principal to each new principal, assistant principal, or vocational director. The mentors are trained and are paid for this mentoring assignment. In **Virginia** a number of school divisions have adopted a TQM approach in partnership with the Xerox Corporation.

6. **Professional Preparation**. Two states (**West Virginia** and **Kentucky**) report that they are rewriting their certification standards. **Kentucky**'s Educational Professional Standards Board plans to transform licensing, program approval, and internship systems to a primarily outcomes-based system by 1996. **West Virginia**, **Kentucky**, and **Tennessee** report that changes in their state teacher licensure standards will require changes in teacher education. **Virginia** is planning to revise its standards, whereas **Tennessee** indicates that the state has revised its standards and is preparing for adoption. **Kentucky** and **Tennessee** report progress toward a performance-based teacher assessment system for licensing. **Virginia** is making a transition from the NTE to the PRAXIS series. **Kentucky** uses a classroom performance assessment during a one-year internship, where each teacher candidate is assessed and evaluated by a three-member team, using a standardized observation system. **Tennessee** is maintaining its current state model, which moves teachers through probationary, apprentice, and professional license levels. All four states indicate some form of teacher testing as part of their credentialing process. **West Virginia** currently uses content specialization tests to verify content knowledge before granting licensure.

7. **Learning Technology**. All four states of the region report having in place a learning technologies plan. **Virginia** and **Tennessee** indicate that their plans are primarily for use by public schools for grades K through 12. **Virginia** reports using a combination of strategies to support its infrastructure. For the current biennium (1994-96), **Virginia** will spend $61.3 million to pursue its plan. Priorities include upgrading every school's library-media center, beginning with high schools in the first year, followed by middle and elementary schools in the second year. Also in the second year, funds are targeted to networking systems at all levels. **Tennessee**'s plan uses satellite and expends $66.9 million for classroom technology and $11.2 million for information systems technology. Both **Kentucky** and **West Virginia** report plans that provide K through 12 and higher education services. **Kentucky**'s education technology infrastructure is based on a broad-band, integrated land-based network carrying voice, video, and data. The Master Plan calls for the network to reach every district office and every school, as well as Regional Service Centers, the Department of Education, and various education partners. Every classroom and staff office in every school will be linked to the statewide network. Today, the network reaches one-half of the districts. By June 1995, the network will reach all districts. Approximately one-third of the schools will have direct connection to the network by June 1995. In the interim, dial-in service is available. Cable may be incorporated into this network in individual communities, but is not a strategic statewide delivery mechanism. Satellite carries educational television with downlinks at each school. **West Virginia**'s education technology infrastructure uses a combination of technologies. **West Virginia**'s technologies plan is on file at CCSSO's Learning Technologies Center. The budget for **Kentucky**'s plan is $560 million; $84 million of that is dedicated to the school/classroom network infrastructure; with 85 percent of the remainder directly benefiting instruction. **Kentucky** will have distributed $107 million to districts by June 30, 1995, for the procurement of learning technologies in compliance with strategic priorities identified in their state-approved District Technology Plan. To date, approximately 53 percent of funds have procured student workstations; 14 percent teacher workstations; and 11 percent instructional software. **Kentucky** schools may purchase electronic instructional materials with textbook funds. A Software Advisory Council, composed of state department staff and local educators, manages the software selection and review process. In addition, **Kentucky** is forming an Instructional Software Clearinghouse in partnership with the Association for Supervision and Curriculum Development (ASCD) which will reside on the state's education Web server. **West Virginia** has itemized its annual appropriation as follows: $7 million for computer basic skills; $2.4 million for the **West Virginia** education information system; $150,000 for telecomputing; $250,000 for distance learning;

and $150,000 for technology demonstration sites. **West Virginia** has placed networked computers in the classrooms in grades K through 6. There has been an investment of over $7 million per year in this program. Teachers have been trained, and software is also provided for the classrooms. **West Virginia** has expanded its definition of textbooks to include instructional technology and has adopted instructional technology materials. All states except **Virginia** have in place a staff development program for technology.

8. **Governance and Management**. **Virginia** and **West Virginia** report SEA reorganization by recommendation of the chief, to provide increased efficiency in providing technical assistance to local districts. **Kentucky**'s SEA reorganization was mandated by KERA and has recently been reported on by a U.S. Department of Education/Office of Educational Research and Information (USED/OERI)-funded "Policy Issues" report entitled Restructuring a State Agency: The Kentucky Experience. Compared to **Virginia** and **West Virginia**, **Kentucky** is changing the organization and staffing of the SEA to provide greater support and capacity building for local districts. **West Virginia** will use Goals 2000 grant monies to develop local capacity and to encourage and support greater flexibility at the county, school, and classroom levels, placing greater emphasis for accountability on the performance of students and the collective performance data of the school. School restructuring expertise is the most commonly cited staff need of the states. After having the same SEA organization in place for five years, **Tennessee** is currently transforming its SEA.

9. **Community Involvement**. All four states of the region report seeking the participation of business and community members in their improvement efforts. Of the four, **Kentucky** has generated the most activity for public support, beginning with the publication The Kentucky Reform Act of 1990: A Citizens' Handbook, which was followed by the formation of the Task Force on School Performance Standards and School Councils. The Office of Communications in **Kentucky**'s SEA is charged with the responsibility of coordinating public information and public relations for the reform initiative. **West Virginia** reports active participation of the citizenry in the form of working groups assigned to develop various initiatives, such as Education First: Our Future Depends on It Panel, Early Childhood, High Schools That Work, and so forth. Both **Virginia** and **West Virginia** report more informal processes to engage the public. **West Virginia** requires that schools establish partnerships with businesses serving their community. Over 97 percent of the schools have active business partners. The

governor initiated an educational improvement program through a series of town meetings conducted across **West Virginia** in 1989. The state maintains active involvement of business through the West Virginia Education Fund, the West Virginia Business and Education Alliance, and the West Virginia Business Roundtable. In addition, **West Virginia** promotes and strengthens parent involvement through the 47 county-level Parent Education Resource Centers. Recent **West Virginia** legislation requires that any policy that will change the curriculum in a substantive way must be presented in a minimum of four public hearings across the state. All public school policies are circulated for written comment before being considered for adoption. **Virginia** has initiated an extensive parent and community involvement effort, assisted by the first-ever community advisory committee. Named by the state superintendent and consisting of parents, civic and business leaders, and professional organizations, the advisory committee meets periodically with the superintendent to discuss goals and strategies, as well as concerns. In addition, over the past year **Virginia** has sponsored a Parent Summit initiative, which has resulted in comprehensive recommendations and actions to expand and promote greater parent involvement in schools. And recently, **Virginia** has involved more than 4,000 citizens and educators in proposing revisions to statewide academic standards; and almost 5,000 citizens have reviewed that work through town hall meetings. In addition, the **Virginia** Business-Education Partnership Program (VBEPP) was established in 1992 to promote partnerships between education and the private sector. The mission is to challenge and assist schools, businesses, and others in the community to work as partners to produce well-prepared graduates, strong schools, and successful communities. VBEPP developed Standards of Excellence for Business-Education Partnerships as guiding principles to assist partnerships in becoming vital forces within a community's education plan. The standards provide detailed recommendations, based on exemplary partnership models.

SOUTHEASTERN REGION

Title III of Goals 2000, "State and Local Education Systemic Improvement," provides support for the development and implementation of systemic education improvement plans at the state and local levels. States are currently at various stages of developing and implementing these plans, based on such criteria as content and performance standards, student assessment, and the role of the teacher.

By drawing on the rich history of state collaborative efforts to foster improvement, the Council of Chief State School Officers is supporting efforts to implement Goals 2000. This report provides a resource for state and federal policymakers. It is designed to help inform decision making by identifying states' accomplishments and lessons learned in developing and implementing improvement activities.

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1. **Content Standards**. **Alabama**[1], **Georgia**, **North Carolina**, and **South Carolina** are developing or have developed content standards in the core subject areas. **Florida** indicates that the development of its standards is the result of systemic and independent initiatives, depending on the content area. Only **Alabama** indicates that its standards are the result of independent projects. **Georgia**, **North Carolina**, and **Alabama** report their standards available for use by other states. All five states--**Georgia**, **South Carolina**, **North Carolina**, **Alabama**, and **Florida**--indicate differentiating their standards by age/grade developmental level. There are no survey data for **Mississippi** at present.

2. **Performance Standards**. Of the five states reporting, **North Carolina** and **South Carolina** indicate that they have implemented performance standards in reading, writing, and math. **Georgia** is currently reviewing and revising student performance standards in all core subject areas. **Florida** is establishing performance standards based on the SCANS competencies. In **Alabama**, proposed legislation calls for performance standards to be developed in all areas where content standards exist. All states report that their efforts are part of a systemic initiative. One state, **South Carolina**, indicates that its standards are available for use by other states; and two, **Georgia** and **North Carolina** indicate that their standards will be available for use by other states at a later date. Three states, **Georgia**, **South Carolina**, and **North Carolina**, indicate that their standards are differentiated by age/grade developmental level.

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[1]The data for Alabama were last updated in April 1994.

3. **Student Assessments**. **Alabama** provides its students with a variety of assessments, offering 10 instruments: the Alabama Kindergarten Assessment (optional); the Integrated Reading and Writing Assessment for 2nd grade; the Alabama Basic Competency Test in reading, math, and language at grades 3, 6, and 9; the Stanford Achievement Test Battery and Otis-Lennon School Ability Test at grades 4 and 8; the Alabama Direct Assessment of Writing at grades 5 and 7; the Differential Aptitude Tests with Career Interest Inventory at grade 8; Algebra I and geometry End-of-Course Tests; and the High School Basic Skills Exit Exam in reading, math, and language in grade 11, repeated until passed. **Florida**'s assessment structure is far less complex, providing the Florida Writing Assessment Program to students at grades 4, 8, and 10; a Grade Ten Assessment Test (GTAT) in math and reading; and the High School Competency Test (HSCT) in reading, writing, and math at grade 11. **Georgia** has a four-tiered program, plus a writing assessment at grades 3, 5, and 8. The state offers Curriculum Based Assessments (CBAs) in the core areas at grades 3, 5, and 8 and administers Norm-Referenced Testing in the core areas at grades 3, 5, and 8, as well as a test in each core area at grade 11. In addition, students in grade 11 take an exit exam (Graduation Test) in the core areas of English/language arts, math, and writing. **Georgia** plans to phase in an exit exam in the area of social studies within the next year, and science within the next two years. **Georgia** also conducts a Kindergarten Assessment Program. The **North Carolina** Testing Program consists of end-of-course testing in the core areas at grades 9 through 12; a portfolio assessment in grades 1 and 2; tests in core areas administered in grades 3-8; a writing test at grades 4, 6, 8, and 10; and a computer literacy test in grade 8. These tests are curriculum aligned and provide proficiency levels that were established in the baseline year. The state also offers optional proficiency tests in foreign language in grade 3 and high school. The state-administered testing program is complemented with a comprehensive item bank for use by teachers for diagnostic purposes. The state also provides PSATs for all students for both diagnosis and practice and pays for Advanced Placement (AP) examinations. **South Carolina**'s Basic Skills Assessment Program begins with a readiness test at grade 1, followed by math and reading at grades 3, 6, 8, and 10 (repeated in grades 11 and 12 if not passed). Science is taken at grades 3, 6, and 8. The state gives writing examinations at grades 6, 8, and 10 through 12 and offers a norm-referenced program in math, reading, and language at grades 4, 5, 7, 9, and 11.

4. **Opportunity-to-Learn Standards**. Both **North Carolina** and **Alabama** report that they use the term "school delivery standards" or "opportunity-to-learn

standards." **Alabama** states that opportunity-to-learn standards are part of the state's "Performance Based Accreditation System" for district-level state approval. Both states will maintain standards through monitoring. **North Carolina**, **Georgia**, **South Carolina**, and **Florida** maintain a state course of study, curriculum frameworks, facilities standards, environmental quality standards, minimum school day and year standards, and standards for teacher quality and professional development. **Florida** has an equalized state formula with a 15 percent difference within high and low districts, per-pupil expenditures. **South Carolina** will not develop opportunity-to-learn standards and is revising its defined program to focus on academic achievement, health, safety, and civil rights standards only.

5. **Role of the Teacher**. **Florida**, **South Carolina**, and **North Carolina** report that the role of the teacher in governance and decision making is changing as a result of improvement efforts. **Alabama** is still considering what these role changes may be. **Georgia**, **Florida**, **North Carolina**, and **South Carolina** report initiatives to engage teachers in decision making. **South Carolina** is using its 13 math/science "hubs," funded by a systemic reform grant, to develop teacher leaders and trainers. Amendments to the **North Carolina** School Improvement and Accountability Act require site-based management, including use of school staff in cooperation with parents to develop individual school improvement plans, which can also include state regulatory waivers to support planned school improvements. **Florida** is using the chief's Blue Print 2000--School Advisory Councils (SACs) to change teacher roles in governance and decision making. In **Georgia**, several reform initiatives, including the League of Professional Schools, the Coalition of Essential Schools, and Charter Schools, are moving teachers into the role of decision makers through shared governance structures.

6. **Professional Preparation**. Four out of five states responding to this section (**Georgia**, **Florida**, **South Carolina**, and **Alabama**) report that they are currently rewriting their licensing standards, and **North Carolina** indicates planning to change licensing standards. **Florida**, **North Carolina**, **South Carolina**, and **Georgia** currently test for teacher licensing. **North Carolina** uses a performance assessment, based on the two-year Initial Certification Program (ICP). **South Carolina** is rewriting its program approval standards for teacher education programs. Beginning in 1995-96, **Georgia** will require staff evaluations and will provide a model annual assessment (GTEP); however, local school systems may develop their own evaluation procedures and instruments. The **Georgia** legislature

in 1991 established the **Georgia** Professional Standards Commission (GPSC) as a separate agency from the SEA to be responsible for teacher education, certification, program approval, and issuance and revocation of certificates. **Alabama**, **Georgia**, and **North Carolina** indicate that their changes to licensure standards will require changes to teacher education programs, whereas **Florida** indicates that its reform initiative Blueprint 2000 will leverage changes to teacher education.

7. **Learning Technology**. All states reporting from the region (**Alabama**, **Florida**, **South Carolina**, **Georgia** and **North Carolina**) indicate that they have in place a learning technologies plan. Both **Florida** and **North Carolina** have special state allocations for implementation of their plans. **North Carolina** reports a per-pupil allocation of $5.00 multiplied by the Average Daily Membership (ADM) for hardware and $28.00 per pupil multiplied by the ADM for instructional materials and supplies. Four states (**Florida**, **Georgia**, **South Carolina**, and **North Carolina**) indicate that they have a staff development program for technology. In **Georgia**, this program was the 1993-94 top staff development priority. **South Carolina** and **North Carolina** report using fiber optics, satellite, and a combination of technologies for their infrastructure. (**Florida** is planning a coordinated delivery system among all levels of education.)

8. **Governance and Management**. All five reporting states (**Florida**, **Georgia**, **Alabama**, **North Carolina**, and **South Carolina**) report reorganizing in the past five years as a result of chiefs' recommendations. Four states (**Florida**, **Georgia**, **South Carolina**, and **North Carolina**) indicate that their organizational restructuring is motivated by changing the SEA role from monitoring to technical assistance. States reported the following systems operational changes: **Florida** has established a School Improvement Services Unit in the SEA to coordinate and facilitate school improvement in the 12 regions of the state; **Georgia**'s Charter Schools Program and Georgia Schools for the Future necessitate SEA direct assistance to schools in restructuring and renewal through Regional School Service Centers and School Improvement Teams; **North Carolina**'s School Improvement and Accountability Act (SIAA) transforms the Regional Service Centers to Technical Assistance Centers, with increased staff resources to support local improvement efforts; and **South Carolina**'s "All Students Learning at High Levels" initiative has provided a statewide support structure, which engages the SEA in a support and technical assistance role, rather than a prescriptive one.

9. **Community Involvement**. Broad-based support for state systemic improvement has been sought and accomplished by all five states. Methods to build good public information and public relations programs have varied widely. **Alabama** continues to use a group of parents, educators, and corporate members in the Coalition for Better Education for the provision of statewide forums on improvement; **Florida**'s legislative passage of the 1991 School Improvement and Accountability Act and the chief's Blueprint 2000 have provided an organized framework for building local support; **South Carolina** has been unique in applying a TQM approach, seeking the support of the public as "customers" served by public education; **North Carolina**, like **Florida**, has used the legislative passage of the School Improvement and Accountability Act and the Basic Education Program to provide a public platform for reform; and, finally, **Georgia**'s school improvement program is based on community involvement and includes a Family Connection program, alternative schools, and preschool programs that operate from community collaborations.

NORTH CENTRAL REGION

Title III of Goals 2000, "State and Local Education Systemic Improvement," provides support for the development and implementation of systemic education improvement plans at the state and local levels. States are currently at various stages of developing and implementing these plans, based on such criteria as content and performance standards, student assessment, and the role of the teacher.

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1. **Content Standards**. Six of the seven states (**Illinois**, **Iowa**, **Indiana**, **Michigan**, **Minnesota**, and **Ohio**) report that they are developing or have developed content standards as part of a systemic initiative and that the standards are differentiated by age/grade developmental level. **Michigan**, **Iowa**, **Indiana**, **Minnesota**, **Wisconsin**, and **Ohio** report using NCTM standards to assist in developing math content standards. **Illinois** has not completed content standards in any of the core areas. Drafts of the content standards will be ready during late summer 1995, with final products in the summer of 1996. **Ohio** has completed content standards in language arts (including reading and writing), math, science, and social studies (including citizenship). The state is developing content standards in the arts, foreign language, and health/physical education. **Indiana** has completed content standards in the core areas, including science. **Michigan** has completed and implemented math and science standards and is upgrading its content standards based on the national standards. **Minnesota** has begun developing math, science, and language arts content standards. **Wisconsin** has content standards ready for implementation for math, science, language arts, social studies, and apprenticeships. All seven states report that they are providing or planning to provide continuing professional development activities for teachers. **Indiana**, **Michigan**, and **Ohio** indicate that their content standards are available for use by other states. **Minnesota** reports that its standards will be available for use by other states at a later date.

2. **Performance Standards**. Five states (**Ohio**, **Michigan**, **Minnesota**, **Iowa**, and **Indiana**) report that their performance standards are part of a systemic initiative,

and three (**Ohio**, **Michigan**, and **Indiana**) indicate that the standards are differentiated by age/grade developmental level. **Illinois** currently has performance standards in the form of performance definitions and cut scores on the state tests in math, reading, writing, social studies, and science. In the context of the standards project, the state will develop performance benchmarks correlated with the content standards and differentiated by developmental levels. The state will then align testing performance standards with the new content and performance standards. **Ohio** uses NCTM for math performance standards. **Iowa** uses the New Standards Project for assistance in math, science, history, and geography. **Indiana** has completed performance standards in math, reading, and writing. **Michigan** has begun standards development in all core areas. **Ohio** has performance standards in language arts (including reading and writing), math, science, and social studies (including citizenship). **Wisconsin** is developing performance standards in math, science, language arts, and social studies. **Minnesota** has begun developing performance standards in math, science, English, social studies, health, and arts. All states indicate that their standards are not yet available, except for **Wisconsin**'s apprenticeship standards.

3. **Student Assessments**. **Iowa** is the only state without a state-supported assessment system; however, the Iowa Test of Basic Skills (ITBS) is used in the districts by local determination. **Illinois** links its current performance standards to the Illinois Goal Assessment Program (IGAP) for descriptions of what students should know and be able to do. The state administers IGAP at grades 3, 6, 8, and 10 in math, reading, and writing and at grades 4, 7, and 11 in science and social studies. **Indiana** provides a statewide assessment of math and language arts at grades 2, 3, 6, 8, and 9. The **Michigan** Educational Assessment Program (MEAP) is provided to grades 4 and 7 in math and reading, and in science to grades 5 and 8. Michigan is developing a new high school proficiency test and will administer the first operational forms to grade 11 students in the fall of 1995. Students will be expected to attain predetermined standards to receive state endorsements on the locally issued diploma in communication arts, math, and science. **Minnesota** is revising its statewide testing program in the core areas. **Ohio** has a multidimensional assessment system composed of proficiency tests in citizenship, math, reading, science, and writing in grades 4, 6, 9, and 12 and competency-based education assessments in the same subjects annually in grades 1 through 8. **Wisconsin**'s state assessment system begins at grade 3, with the administration of the Third Grade Reading Test (TGRT). The system also includes knowledge and concepts tests in grades 8, and 10 in math, science, language arts, and social studies. The state will administer performance-based tests in math and language

arts in 1996.

4. **Opportunity-to-Learn Standards**. Only six of the seven north central states completed this section of the survey. Of the six, only **Minnesota** indicated that it was developing "learning opportunity standards." No specific areas for opportunity-to-learn standards were mentioned in their response; however, **Ohio** and **Indiana** report having state-approved courses of study or curriculum, state standards for school facilities, school approval standards, standards for minimum school day and year, and standards for teacher quality. **Illinois** reports having the previous standards, with the exception of state-approved courses of study or curriculum. **Wisconsin** also reports having state educational standards requiring, for example, access to specific courses and safe and healthful facilities. **Illinois** also reports having standards for environmental quality and for professional development activities. **Michigan** is developing standards consistent with the core curriculum. **Ohio** has revised a draft of learner standards that connects performance standards and opportunity-to-learn standards together; the state is considering this draft for adoption.

5. **Role of the Teacher**. Three of the seven states (**Indiana**, **Wisconsin**, and **Minnesota**) indicate teacher role changes as part of their state site-based decision-making efforts. **Indiana** reports that site-based management is part of its Indiana 2000 reform initiative, and **Wisconsin** conducted an SEA statewide training initiative in site-based management. **Minnesota** is working on models that will redefine teacher roles. **Iowa** and **Illinois** report role changes for greater involvement in governance and decision making. **Iowa** is working on a School Community Planning Process with intermediate agencies and with the New Iowa Schools Development Corporation. Work with model processes for both groups ensures a high degree of teacher, parent, and community involvement. **Ohio**'s draft learner standards are grounded in continuous improvement and the transformation of the teacher role to that of empowered professional practitioner. **Michigan** reports no role change for teachers specific to curriculum; but its role changes occur in the governance of school improvement teams, which include curriculum development. Role changes are also evident in an expanded professional development capacity for teachers.

6. <u>Professional Preparation</u>. With the exception of **Michigan**, the other six states of the region report that they are changing teacher certification standards. All also

report that the licensure changes will affect the professional preparation of teachers. **Indiana**, **Ohio**, and **Minnesota** report moving to performance assessment for all teachers. **Ohio** is preparing a developmental model; **Minnesota** is working with the Educational Testing Service (ETS) in field testing the PRAXIS III Classroom Performance system with 140 teachers, and **Indiana** is considering it as a next step. **Minnesota**, **Ohio**, **Indiana**, and **Illinois** all report testing for teacher licensure. In **Michigan**, teachers must attain specific standards on basic skills, subject area, and elementary teaching tests, as appropriate, before certification.

7. **Learning Technology**. Of the seven states in the region, only **Ohio** and **Michigan** have a learning technology plan in place, although **Indiana** reports having a $36.7 million appropriation for training, research, hardware/software, and low-interest loans to local districts and requires five-year local plans. Both **Michigan** and **Ohio** use a combination of technologies to support their state plans. **Ohio**'s State Technology Plan supports SchoolNet, a five-year plan to wire every classroom in the state to receive and transmit data, voice, and video. SchoolNet also provides necessary hardware for the lowest-wealth districts in the state. **Illinois** reports that its learning technology plan is under development.

8. **Governance and Management**. **Iowa**, **Wisconsin**, **Ohio**, and **Michigan** all report reorganizing their SEAs in the past five years, and **Illinois** is currently reorganizing its SEA. **Illinois**, **Ohio**, and **Iowa** indicate that their reorganization was prompted by recommendation of the chief, whereas **Michigan** is undergoing further reorganization due to order of the governor together with recommendations of the state board of education and the chief; and **Wisconsin**'s reorganization was led and adopted by the new chief. **Wisconsin** further intends to have a support rather than monitoring relationship for the SEA regarding local districts. **Wisconsin** appropriated $500,000 for local district grants to support local school restructuring. The SEA trained locally appointed teams in 1992-93. Under Wisconsin Act 29, the legislature provided alternative compliance authority for the SEA on behalf of local districts. Regarding special technical assistance personnel, states reporting indicated the most need for assessment, staff development, and school restructuring expertise.

9. **Community Involvement**. All of the states indicated extensive activities to engage the community with their reform initiatives. The most elaborate of these

activities seems to be **Ohio**'s, through the Governor's Education Management Council (GEM), the Senate's Concurrent Resolution 53, and "Removing the Barriers: Unleashing Ohio's Learning Power." **Ohio**'s systemic plan is being supported by broad-based school and community initiatives, including Venture Capital, and BEST Practices (Building Excellent Schools for the 21st Century). **Indiana** reports that its systemic plan is being opposed by conservative groups who feel the improvement plan impedes the rights of parents and the home. In **Iowa**, though conservative groups continue to oppose some aspects of school improvement, the state has found it feasible to concentrate on local community involvement and to reemphasize the state's role in building local capacity to support change. **Minnesota** reports involving the community through Goals 2000 and graduation standards initiatives. All states indicate strong support from the business sector.

SOUTHWEST REGION

Title III of Goals 2000, "State and Local Education Systemic Improvement," provides support for the development and implementation of systemic education improvement plans at the state and local levels. States are currently at various stages of developing and implementing these plans, based on such criteria as content and performance standards, student assessment, and the role of the teacher.

By drawing on the rich history of state collaborative efforts to foster improvement, the Council of Chief State School Officers is supporting efforts to implement Goals 2000. This report provides a resource for state and federal policymakers. It is designed to help inform decision making by identifying states' accomplishments and lessons learned in developing and implementing improvement activities.

The information in this report was compiled from the Council's survey, "State Systemic Education Planning--Status in Your State," which was completed in 1993. Information was updated in April 1994 and May 1995. The Council will update the information to report progress on state-by-state Goals 2000 implementation.

1. **Content Standards**. Four of the five states in the Southwest Region report that they have completed or are establishing content standards in the core subject areas as part of a systemic initiative. **Arkansas** indicates completion of math, language arts, science, reading, history/social science, foreign language, and music and arts content standards and reports that it is developing standards in health/physical education, school-to-work, tech prep, and apprenticeships. **Louisiana** has content standards written in the form of curriculum guides. The state periodically reviews these standards; the most recent revisions are in music and art. **Oklahoma** has written, reviewed, and revised content standards for the core curriculum areas of language arts; math; science; social studies; languages, which include foreign, Native American and American Sign; and the arts, including visual art and general music. The state has also written standards for instructional technology; health, safety, and physical education; information skills; and technology education, which focuses on career exploration for grades 6 through 10. **New Mexico**'s standards are in the form of curriculum frameworks and were completed in June 1992 and adopted by the state board of education in August 1992. The state has completed frameworks for all core areas, with the exception of theater and dance for the fine arts. In addition, in the fall of 1994, the **New Mexico** State Department of Education initiated a process of validation/revision of all existing frameworks (content standards), with the further expectation of establishing corresponding benchmarks at grades 4 and 8. As of January 1995, **New Mexico** has addressed the areas of math and science. The frameworks and benchmarks were up for statewide review in the spring of 1995 and were modified accordingly and submitted to the state board of education for adoption in June 1995. The other standards will be phased in, beginning with

language arts, over the next year and a half. The **New Mexico** Goals 2000 Panel, with minor modifications, has endorsed the process and will incorporate it into New Mexico's School Improvement Plan. Three reporting states (**Oklahoma**, **Louisiana**, and **Arkansas**) indicate that their standards are differentiated by age/grade development level. **New Mexico, Arkansas,** and **Oklahoma** indicate that completed core subject standards are available for use by other states. The **Texas** Legislature first directed the state board of education to develop essential elements of instruction by course and grade level for the content areas of the state's required curriculum in 1981. State board of education rule requires the board to review the essential elements of instruction every five years. The **Texas** Goals 2000 initiative will support the ongoing review of the essential elements in the core academic areas of reading, English language arts, math, science, and social studies.

2. **Performance Standards**. **Louisiana** is the only state in the region to report that performance standards are in place in the areas of math, science, English, and social studies. The state makes revisions to the performance standards as part of the periodic review process for the content standards. **Oklahoma**'s approach to developing performance standards, under the title "The Literacy Passport," is related to the **Oklahoma** School Testing Program Act. The state will administer the Passport test in 8th grade; students will receive a designation on their diploma and transcript if they pass. **Arkansas** indicates developing performance standards in math and English/language arts by 1997-98. Both **Louisiana** and **Oklahoma** report differentiating standards by age/grade developmental level. **Texas** reports that the clarification of the essential elements will include both content and performance standards. In **Louisiana**, state department of education staff are developing a process for aligning Goals 2000 and IASA standards and assessment activities.

3. **Student Assessments**. **Arkansas** is developing a criterion-referenced assessment at grades 4, 8, and 11-12 in English/language arts/reading, math, and writing. The state uses the Stanford Achievement Test for the core areas at grades 4, 7, and 10 and administers a writing assessment for a sample of students at grades 5 and 9, with all students being assessed at grade 11. **Louisiana** uses a developmental/readiness screening test at kindergarten, followed by a three-tiered assessment program, the **Louisiana** Education Assessment Program (LEAP) in math and reading at grades 3, 5, and 7; a writing assessment at grades 3, and 10; and the state norm-referenced test, also in the core areas, at grades 4, 6, and 9.

New Mexico administers a High School Competency Exam in the core areas at grade 10; a norm-referenced test in math, reading, spelling, and vocabulary at grades 3, 5, and 8; and assessments in reading at grades 1 and 2, followed by writing assessments in grades 4 and 6. In the spring of 1994, the state board of education funded a project to develop a Blue Print for Assessment in New Mexico. A broad-based panel of experts has been meeting and have developed a conceptual model of what assessment in New Mexico could or should entail. The Blueprint, when implemented, will assess across four broad areas (knowledge demonstration; communications; employability; and cooperation/ responsibility) and on a continuum of kindergarten through post high school. **Oklahoma** has completed the development of criterion-referenced tests to measure academic skills and knowledge in the content areas of math and science for grades 5, 8, and 11. The state has also developed criterion-referenced reading and writing tests for grade 8. The state administered these tests and conducted item tryouts for reading and writing for grades 5 and 11 in the spring of 1995. The state plans to develop criterion-referenced tests for U.S. history/government, geography, and the arts, including general music and visual art and will fully implement this program in spring 1999. Norm-referenced tests will remain in place for grades 3 and 7. The **Texas** student assessment program consists of the Texas Assessment of Academic Skills (TAAS), criterion-referenced tests in reading and math in grades 3 through 8, and 10, writing in grades 4, 8, and 10, and science and social studies in grade 8. By the 1999 school year, the state will administer end-of-course examinations at the high school level in algebra, biology, Spanish, geometry, chemistry, world history, world geography, American history, and English II. Norm-referenced test equivalents will be derived from the TAAS test. The state board of education approved an assessment plan that specifies content areas and grade levels to be tested from 1995 through 1999.

4. **Opportunity-to-Learn Standards**. Of the four states reporting in this survey section, only **Arkansas** indicates that it formally uses the terms "opportunity-to-learn" or "school delivery standards." Further, **Arkansas** states that opportunity-to-learn standards are related to content and performance standards. As in **Arkansas**, **Louisiana** and **Oklahoma** report having a state-approved course of study, curriculum frameworks, state text and material approval, school approval standards, minimum school day and year standards, and standards for teacher quality. In addition, **Oklahoma** reports having facilities standards. **New Mexico** reports having all of the foregoing, except a state-approved course of study. In addition, **New Mexico** has established a school technology fund that distributes funds on a membership basis to all schools in New Mexico. Along with the

federal programs of vocational education, special education, bilingual education, and Indian education, **New Mexico** has a formula-driven state program in bilingual education. The **New Mexico** Goals 2000 Panel is considering the various categories of "opportunity to learn" standards and is developing strategies for addressing their identification and implementation. The **Texas** Education Agency and the state board of education do not specify state-level opportunity-to-learn standards.

5. **Role of the Teacher**. All four states indicate role changes for teachers in the areas of decision making and school governance. Three (**New Mexico**, **Oklahoma**, and **Arkansas**) indicate that the role changes are the result of site-based management initiatives resulting from board or legislative reform action. **Arkansas** reports moving to a site-based curriculum model that invites each district to prepare a local curriculum in keeping with the local goals and interests of the community. The state will then develop state assessments around the diverse results of the district's work and the Arkansas Learning Outcomes. **New Mexico**'s expectations for teachers are changing. The role changes are the result of the state board of education's expectation that the districts' educational plans be focused on the identified needs of students. This expectation for districts and the way in which they address students is dictating the roles teachers are playing. To assist teachers in the transition, **New Mexico** has required Performance Development Plans for all teachers and has in place a state board of education regulation to provide a support system for educators new to the district. This new emerging role for teachers has placed an even greater need for professional development. A joint, State Superintendent and State Governor, systemic change in education advisory committee has developed a comprehensive plan for staff development and has drafted legislation for consideration by **New Mexico**'s legislature. **Texas** law provides for the participation of teachers in campus and district decision making. Campus decision-making committees may act in the areas of goal setting, curriculum, budgeting, staffing patterns, and school organization.

6. **Professional Preparation**. Four states (**Arkansas**, **Louisiana**, **New Mexico**, and **Oklahoma**) indicate changes to teacher licensure and report that the revisions will cause changes to the professional preparation of teachers. **New Mexico** has adopted and implemented standards for all prospective teachers. **Louisiana** has rewritten and has adopted a process for new teacher standards. **Oklahoma** and **Arkansas** are planning. **Arkansas** is planning an outcomes-based licensure system. The above four states indicate testing for teaching licensure,

although two states (**Oklahoma** and **Arkansas**) report moving to performance assessment. **Oklahoma** uses the National Board for Professional Teaching Standards as the model and indicates that, in keeping with the school reform legislation, HB 1017, the teacher certification process will be competency based by 1996. **New Mexico** is using a state board-adopted Teacher Performance Evaluation Plan based on essential teaching competencies and a supervision cycle for relicensure. **New Mexico** has, with legislative assistance, initiated the New Mexico's World Class Teachers Project; a project based on certification by the National Board for Professional Teaching Standards (NBPTS). Through a legislative appropriation, **New Mexico** has established a support base for teachers and will pay the NBPTS exam fee for 70 teachers. The **Texas** legislature has established Centers for Professional Development and Technology to expand cooperation between teacher-training institutions, regional education service centers, and schools. The 17 centers focus on the development of strategies that will transform teacher preparation and professional development into a field-based, career-long process integrated with higher education academic disciplines, school programs, and the development of new applications of educational technology. The state board of education has approved student-centered proficiencies for teachers and administrators. The proficiencies describe what teachers must know and be able to do if all students are to reach high standards. Based on the proficiencies, the board is developing an accountability system for educator preparation. The state will use a statewide accountability system to evaluate the effectiveness of **Texas** teacher preparation programs.

7. **Learning Technology**. **New Mexico**'s 1995 Legislature passed and the governor signed into law **New Mexico**'s Technology for Education Act. That statute created a Technology Bureau with two full time employees within the Department of Education (that number was administratively increased by one); created an Advisory Council on Technology to be appointed by the state board of education; and called for the creation of a technology fund to be distributed by formula to all 89 districts in the state (the use of funds is tied to the districts development of a plan for technology enhancement and use). In addition, **New Mexico** has two regional, fiber optic, two-way video, two-way audio networks that link two-year postsecondary school(s) with public schools in their region. **New Mexico** also uses satellite transmission and reception to enhance the delivery of staff development and instruction. **Arkansas** indicates that it is developing a state plan. **Arkansas**' project IMPAC is currently funded at $2.0 million. Both **New Mexico** and **Arkansas** have a statewide staff development program for technology. **Oklahoma** has developed a state telecommunications plan and is in

the process of developing a state technology plan. Three states (**Oklahoma**, **Arkansas**, and **New Mexico**) have a statewide infrastructure for technology, using satellites or a combination of strategies. **New Mexico** and **Oklahoma** report services to learners at all levels through continuing education; **Arkansas** reports K through 12 services. The **Texas** *Long-Range Plan for Educational Technology, 1988-2000*, adopted by the state board of education in 1988 and updated every two years, has provided the outline for the development and implementation of a statewide electronic education network, an integrated one-way video and two-way audio telecommunications system, technology centers, and a state-funded, per-student technology equipment allotment. The focus of future technology planning efforts in **Texas** will be on integrating technology applications into curriculum and instruction. **Louisiana** reports that a comprehensive technology plan is under development using funds from several sources: Goals 2000, NSF, and state trust funds. **Louisiana** plans to have an initial "blue print" plan in June 1995.

8. **Governance and Management**. **Oklahoma**, **Arkansas**, and **New Mexico** report reorganizing their state agencies in the past five years, primarily at the initiative of the chief. Using a TQM approach, the **New Mexico** State Department is well along in the reorganization of the Department. The Department has institutionalized two councils, the Action and Collaboration for Education Council (ACE) and the Agency Planning Council (APC) that answer directly to the State Superintendent on a variety of administrative, governance, and instructional issues. The councils are broadly representative of all Department divisions and personnel classifications. Three states (**Arkansas**, **Oklahoma**, and **New Mexico**) indicate that their organizational changes will provide a more direct service relationship for local district improvement efforts. **Oklahoma** reports a change, while **New Mexico** reports an expected change, in the curriculum specialist roles to a more interdisciplinary and generalist focus. Assessment and school-restructuring expertise were cited as areas of personnel needs. The **Texas** state accountability ratings system is used for accrediting school districts, rating campuses, publishing results for public review, and applying specific rewards, sanctions, interventions, and technical support. Districts and campuses earn one of four performance ratings based on the indication of the accountability system. Base indicators in the system include student passing rates on the reading, math, and writing sections of the Texas Assessment of Academic Skills (TAAS); dropout rates; and attendance rates. Additional indicators include student performance on college admissions tests; students participating in the state board of education recommended high school program; student performance

on selected end-of-course examinations, and student participation in advanced academic courses. **Louisiana**'s initial agency reorganization plan was not approved by the state legislature. Another plan will be completed and submitted within the next two years.

9. **Community Involvement**. All five states indicate a wide range of public relations activities to build popular support for improvement efforts. Only **Arkansas** indicates having a formally organized "public engagement plan," which has involved publications, public meetings, and a grant to employ a professional public relations person to assist in implementation of the program. However, other states have employed other successful strategies, such as **Louisiana**'s Systemic Initiative Program; **New Mexico**'s "Town Hall" forums to build support for the Consolidating Initiatives for Tomorrow's Education (CITE) program; and **Oklahoma**'s Academy for State Goals, Foundation for Excellence, and Governor's Roundtable. **New Mexico**'s CITE Framework is the state board of education's long-range educational plan. The development of the plan, as well as subsequent updates, has undergone extensive field review and input. The state held numerous town hall meetings, facilitated by trained community members. In addition, the Department's accreditation process has, as a component, interviews with randomly selected community members on the quality of the education being delivered and their perceptions about education in general and what it will take to make it better. **Texas** law requires campus decision-making committees to include parents and community members. In addition to campus governance, professional associations and school districts across the state have developed programs for community involvement in education. The **Texas** state board of education has established a "Hero for Children Award," to recognize outstanding support for public education in each board member's district. The Texas Education Agency provides a foundation for community involvement by reporting on the performance of **Texas** campuses and school districts. By law, school report cards are distributed to every parent of a public school student in the state. These report cards contain information on campus performance on the base indicators of the accountability system and compare campus performance to district and peer-group performance.

MID-CONTINENT REGION

Title III of Goals 2000, "State and Local Education Systemic Improvement," provides support for the development and implementation of systemic education improvement plans at the state and local levels. States are currently at various stages of developing and implementing these plans, based on such criteria as content and performance standards, student assessment, and the role of the teacher.

By drawing on the rich history of state collaborative efforts to foster improvement, the Council of Chief State School Officers is supporting efforts to implement Goals 2000. This report provides a resource for state and federal policymakers. It is designed to help inform decision making by identifying states' accomplishments and lessons learned in developing and implementing improvement activities.

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1. **Content Standards**. Survey results have been received from all seven states of the region: **Wyoming**, **Kansas**, **Colorado**, **Missouri**, **Nebraska**, **South Dakota**, and **North Dakota**. All but **Nebraska** indicate that they have developed or are developing content standards as part of a systemic initiative. **Nebraska** has completed content standards for math/science, business education, and agriculture education. Content standards for visual/performing arts and social studies are currently in draft stage. The date of completion for remaining content standards is set for September 1996. Five states (**Missouri**, **North Dakota**, **South Dakota**, **Colorado** and **Kansas**) indicate that the standards are or will be differentiated by age/grade developmental level. **Colorado**'s new reform legislation HB93-1313 requires that the state board of education adopt content standards in the core subject areas on or before June 1, 1995. Five states (**South Dakota**, **North Dakota**, **Kansas**, **Nebraska** and **Wyoming**) report using teams of teachers to write standards. **Colorado**'s Task Forces include subject area and assessment specialists from K through 12 and higher education under the guidance of a nine-member expert council appointed by the governor. **Wyoming**, **North Dakota**, **Nebraska**, and **Kansas** also use NCTM standards as guidelines for their efforts. Both **Kansas** and **North Dakota** report completing and having ready to implement K through 12 content standards in the core subject areas. **North Dakota** is reviewing its arts standards, however, and wants to develop school-to-work standards. **Kansas** is developing school-to-work and tech prep standards. **South Dakota** has completed standards for math, science, and integrated math and science. They are now under review and are being finalized. Both NCTM standards and AAAS's Project 2061, Science for All Americans, were used by the teams of teachers. **Colorado** also reports that these standards will be

used in the development of its new math and science standards. Both **Kansas** and **North Dakota** indicate that their standards are available for use by other states. **South Dakota** reports that its standards will be made available for use by other states at a later date. **Missouri** is developing standards in the core subject areas and school-to-work transition. **Wyoming** has a dual process in place, with the SEA developing content standards (via teams of teachers) and local districts establishing content/performance standards, according to accreditation expectations. By 1997, all standards will be adopted and in place across the state.

2. **Performance Standards**. Four of the region's states (**Kansas**, **North Dakota**, **Nebraska**, and **Missouri**) report that they are establishing performance standards as part of their systemic initiative. Three states (**Wyoming**, **South Dakota**, and **Colorado**) say they are not. **Wyoming** leaves establishing performance criteria to the local district. **Kansas** has developed performance standards in math, reading, and writing. The state will develop performance standards for science and social studies state assessments a later date. **Nebraska** is under legislative mandate to develop performance standards in the core areas, with a statutory completion timeline of September 1, 1996. **Missouri** has scheduled its completion of performance standards for 1996. Two states (**Kansas** and **Missouri**) indicate plans to provide professional development opportunities for teachers to support achievement of the standards by students.

3. **Student Assessments**. Of the seven states of the region, **Kansas**, **South Dakota**, **North Dakota**, **Missouri**, and **Colorado** have state-supported assessment programs. **Nebraska** and **Wyoming**'s are accomplished at the local district level. **Kansas** assesses math at grades 4, 7, and 10; reading at grades 3, 7, and 10; writing at grades 5, 8, and 10; science at grades 5, 8, and 11; and social studies at grades 5, 8, and 11. **Missouri** administers its Missouri Mastery and Achievement Tests (MMATs) to a statewide sample of students in grades 3, 6, 8, and 10. Local districts use the test battery at all grades, 2nd through 10th. The MMATs assess student mastery of predetermined objectives in reading/language arts, math, social studies, and science. **Missouri** will continue to administer the MMATs through the 1997-98 school year. The new performance-based assessment system will be phased in through the year 2002. **North Dakota** provides a two-tiered assessment program consisting of the statewide Standardized Testing Program for grades 3, 6, 8, and 11 in language arts, math, reading, science, social studies, spelling, study skills, and word analysis. The second tier consists of a standardized statewide cognitive test for the same grade levels in

analogies, memory, sequences, and verbal reasoning. **South Dakota**'s assessment program provides Achievement and Ability Testing in math, reading, science, and social studies for grades 4, 8, and 11 and a Career Assessment Program at grade 9. It appears from the description of **Kansas** and **South Dakota**'s content and performance standards that their assessment programs will be aligned accordingly. **Colorado**, prior to implementation of HB 93-1313, used the Iowa Test of Basic Skills (ITBS)/ Test of Achievement and Proficiency (TAP) to assess math and language arts at grades 4, 7, and 10, as well as additional math, science, and writing assessments at the same grade levels. HB 93-1313 reform legislation mandates that the **Colorado** State Board of Education shall adopt state assessments that are aligned with the state model content standards on or before June 1, 1996. A two-year moratorium on assessments is in place while standards and assessments are being developed.

4. **Opportunity-to-Learn Standards**. None of the seven states of the region indicate the use of the terms "school delivery standards" or "opportunity-to-learn standards." However, four states (**Nebraska**, **North Dakota**, **Wyoming**, and **Missouri**) report having school-approval standards, minimum school day and year standards, and state standards for teacher quality and professional development. **Kansas** reports that its school accreditation standards are undergoing significant changes. **South Dakota** reports that its school accreditation standards were repealed by the 1995 State Legislature effective July 1, 1995; the Department is also charged with the responsibility to rebuild new standards by January 1, 1997. **Nebraska** and **North Dakota** also report having statewide curriculum frameworks. **Colorado** reports using the term "Programs of Instruction" for its regulations for minimum school year/day and teacher licensure. "Programs of Instruction" must be aligned to content standards and assessments by each of **Colorado**'s school districts. Of the seven states, only **South Dakota** has reported student achievement data school by school for both public and private schools for three years; however, its "Report Card" program was repealed by the 1995 State Legislature.

5. **Role of the Teacher**. All states agree that the decision-making role of teachers in the areas of curriculum and program development, assessments, standards, and site-based management arrangements is changing rapidly. The program initiative for role change varies from state to state. **Colorado** reports that role changes for teachers will depend on local district efforts. **South Dakota**'s School Modernization Program, which had actively pursued shared decision making in

the design of curriculum and performance-based assessment, was defunded by the 1995 State Legislature. Local incentive monies were provided to Modernization School Districts at $25 per student. Some schools involved in Modernization and with the NSF SSI project are considering changes in the school day, year, and classroom. **Missouri** requires schools to have staff development driven by the local needs assessment. Further, **Missouri** expects that improvements will result in more interdisciplinary curriculum, using constructivist approaches to encourage more rapid role changes for teachers and students. **North Dakota** reports that its statewide teacher teams, working on curriculum frameworks and multiple assessments, are fostering change in the school-improvement process. Specifically, North Dakota's Education Action Commission is participating in teacher role change. **Wyoming** reports that the School Accreditation Rules (Section 9(a)), which provide districts with flexibility to invent, adapt, or adopt new directions, are changing the role of teachers. **Kansas** reports that all of its school site councils include teachers. **Nebraska** has teams of teachers working on all frameworks projects. Each framework is led by a practitioner teacher on contract to the Nebraska Department of Education.

6. **Professional Preparation**. All states of the region report changing or planning to change their teacher-licensing standards. **Colorado**, **Missouri**, **Kansas**, **Nebraska**, and **Wyoming** further indicate that the licensure revisions will change the professional preparation programs of teachers. **Wyoming** is implementing a new approval system, which will move licensure away from transcript analysis to program approval. This system will force redefinition and restructuring of preparation programs at the University of Wyoming. **North Dakota** adopted new certification standards in March 1992. **South Dakota** plans to review and rewrite its standards by 1996. **Missouri** is currently rewriting standards, and **Kansas** has begun its work, with initial reports due in the fall of 1995. **Colorado** is rewriting standards and preparing for their adoption. Four states (**Missouri**, **Kansas**, **Nebraska**, and **Colorado**) test for licensure. **Colorado** is contracting with a national testing firm to modify its teacher performance-assessment process. **Kansas** indicates that it is moving toward adding a performance assessment to the process. **Missouri** and **North Dakota** plan to use the school program-approval process to leverage changes in teacher education. **Kansas** anticipates a focus on performance outcomes, not courses, to necessitate changes in the program-approval process. **Nebraska** is currently studying and developing recommendations for licensure of teachers, involving alternative certification, certification of basic skills, and certification of distance-learning teachers and courses.

7. **Learning Technology**. Three of the seven states (**North Dakota**, **South Dakota**, and **Kansas**) have a learning technology plan. **Colorado** is developing a learning technology plan. **North Dakota** reports a 1993-1995 annual appropriation for hardware, software, and services at $3.0 million. Of the three states, **South Dakota** has in place a staff development program for technology. Both **Missouri** and **Kansas** report distance-learning services for all levels of instruction; **South Dakota** indicates services at the secondary, postsecondary, and continuing education levels. **Missouri**, although reporting no state plan in place, indicates a state tax on video rentals, yielding $3.4 million for FY 1993-94, and reports that new legislation to be implemented in 1994-95 will target $5.0 million for technology hardware and software. **Wyoming** has a compressed video network in place, that services all regions of the state--primarily for postsecondary and continuing education levels, but is also available to K-12 classrooms. **Nebraska** currently is implementing statewide interconnections to the Internet. In addition, a **Nebraska** plan will be completed as a result of the Goals 2000 Technology funding.

8. **Governance and Management**. Four states (**Nebraska**, **Kansas**, **North Dakota**, and **Colorado**) report reorganizing their state agencies in the past five years, on recommendation of the chief; **Wyoming** reports reorganization by action of the chief and legislature; and **South Dakota** reports a governor-issued executive order that eliminated the position of state superintendent of schools and consolidated all functions under the secretary. Two states (**North Dakota** and **Wyoming**) also cited funding and staffing reductions as reasons for the reorganization. **Kansas** and **Colorado** report using a TQM approach for SEA reorganization. All states report that reorganization is motivated by the desire to enhance local district services and technical assistance. Most states are looking for a broader, less specialized role for the traditional SEA curriculum specialist. **South Dakota** reports that it has eliminated the role and redirected SEA personnel toward school-improvement roles through a state-funded curriculum center. If any specialized service is needed, the state will provide it as a contracted service through a third party. States report the most needed technical assistance specializations as performance assessment, staff development, school restructuring, administrative and leadership (TQM), and management information services. **Nebraska**'s High Performance Learning Model has been the basis for not only redesign of the Department but also the changing relationship of the Department to local schools.

9. **Community Involvement**. All states reporting indicate activities to stimulate and bolster support for changes in education. Two states (**Missouri** and **Kansas**) are developing or have developed a public information and public relations program. **Kansas**' program has included a community relations kit, brochures, press releases, and occasional newsletters. **Colorado**'s new reform legislation HB 93-1313 requires the creation of a State Standards and Assessments Development and Implementation Council within the SEA to develop the new content standards and assessments. The Council is broad based in representation and is required to hold six public meetings throughout the state on the proposed new model content standards. **Wyoming** requires community involvement in the development of the standards at the LEA level, to foster public understanding of the changing nature of schools. Several LEAs in **Wyoming** have become America 2000 schools because of public and civic interest in school/business collaboration efforts.

NORTHWEST REGION

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By drawing on the rich history of state collaborative efforts to foster improvement, the Council of Chief State School Officers is supporting efforts to implement Goals 2000. This report provides a resource for state and federal policymakers. It is designed to help inform decision making by identifying states' accomplishments and lessons learned in developing and implementing improvement activities.

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1. **Content Standards**. The Northwest Region comprises five states (**Montana**, **Washington**, **Oregon**, **Idaho**, and **Alaska**). All five indicate they have developed or are developing content standards. Program area standards were adopted by the **Montana** Board of Public Education in 1989 as part of a systemic initiative to be implemented by local districts by the year 2000. It is questionable if these program area standards are content standards. These standards specify what programs must contain and are required of the nine program areas--communication arts, fine arts, health enhancement, math, science, social studies, vocational/practical arts, library/media, and guidance. School districts are required to develop learner goals. These locally developed learner goals must specify what students must know and be able to do at the primary level, the intermediate level, and graduation. **Oregon**'s State Board of Education adopted a curriculum content framework in February 1994, which conforms with current national voluntary standards. **Alaska** 's State Board of Education adopted content standards in language arts/English, math, and science in August 1994, and for geography, government, history, and healthy life skills in November 1994. Alaska anticipates board action on technology, arts, and world language standards by October 1995. **Oregon** and **Washington** are beginning to develop content standards as part of their systemic reform initiatives. In **Washington**, the final drafts of content standards (called essential learnings) for reading, writing, communications, and math have been accepted and approved by the State Commission on Student Learning. **Washington**'s essential learnings are differentiated by developmental levels. **Idaho** reports having funds for content-standards development and is developing curricular frameworks, which include content standards in the areas of math, language arts, science, social studies, comprehensive health education,

physical education, fine arts, foreign language, humanities, and vocational-technical education. The standards, which will be differentiated by age/grade developmental level, were completed in June 1994. In addition to **Idaho**, three other states (**Oregon**, **Montana**, and **Alaska**) indicate development or plans to develop standards that are differentiated by age/grade developmental level. Only one state (**Montana**) indicates that its standards are available for use by other states.

2. **Performance Standards**. Four of the five states of the region (**Idaho**, **Oregon**, **Alaska** and **Washington**) report developing or having developed performance standards in the core subject areas. Performance standards are not included in the **Montana** accreditation standards. These standards have not been developed at the state level. **Alaska** will prepare performance standards in conjunction with its assessments. These standards will be differentiated by ages corresponding to approximately the 4th, 8th, and 11th grade levels. **Oregon**'s content requirements align with the high-performance standards being developed for the Certificate of Initial Mastery K through 10. In addition, **Oregon** reports its intent to differentiate at the benchmark levels of grades 3, 5, 8, and 11. **Idaho** has concluded the development of curriculum frameworks that include performance standards in the areas of math, language arts, science, social studies, comprehensive health education, physical education, fine arts, foreign language, humanities, and vocational-technical education. The performance standards were completed in June 1994 and are differentiated by age/developmental level. **Washington** indicates its intent to develop and implement performance standards in the core subject areas by the year 2000. All states indicate that their efforts to develop standards are part of a systemic initiative. **Idaho** indicates the availability of its grade 8 and 11 writing standards for use by other states.

3. **Student Assessments**. All five of the region's states report statewide assessment programs. **Alaska**'s current system consists of norm-referenced testing in language arts, math, and reading at grades 4, 8, and 11. The state plans to develop a multipronged system aligned to the state content standards. **Idaho** administers a Direct Writing Assessment (DWA) at grades 4, 8 and 11; a voluntary Direct Math Assessment (DMA) at grades 4 and 8; an interdisciplinary assessment at grades 9 through 12; and norm-referenced tests at grades 4, 8, and 11. **Idaho** also participates in NAEP testing. **Oregon** provides a reading, math, social studies, and comprehensive health assessment at grades 3, 5, and 8. **Washington** offers the Washington State Assessment Program in math, reading/language arts,

science, and social studies at grades 4, 8, and 11. **Montana** has a student assessment requirement for grades 4, 8, and 11.

4. **Opportunity-to-Learn Standards**. Of the five states, none report using the terms "school delivery standards" or "opportunity-to-learn standards." **Idaho** is developing a voluntary, performance-based alternative to elementary approval and secondary accreditation. Two states (**Montana** and **Idaho**) have standards for a state-approved course of study, school-approval standards, minimum school day and year standards, state standards for teacher quality, and standards for professional development opportunities. **Oregon** reports the provision for alternative learning environments, with district plans for implementation due July 1995. **Washington** state statute prescribes minimum school year standards, minimum minutes per subject area within grade spans, standards for teacher certification, and required minimum student/certified staff ratios. **Alaska** plans to use the same system used to develop content standards to develop opportunity-to-learn standards and anticipates board action on them in August 1996.

5. **Role of the Teacher**. **Alaska**, **Oregon**, and **Idaho** all see the role of teachers in the decision-making process and in school governance as being changed. **Montana** states that, as a result of its Accreditation Standards rules, changes in the teachers' decision-making role have a direct bearing on issues related to curriculum development, but not school governance. **Washington**'s reform law requires teachers to become more involved in decision making. Student Learning improvement grants to each school support this effort. **Oregon** reports that teachers' participation in school-site councils has contributed to teacher role changes. Members of these councils make curriculum and program decisions resulting from the enactment of **Oregon**'s Educational Act for the 21st Century, HB 3565, in July 1991, which calls for site councils in all schools by 1995. **Alaska**'s Goals 2000 planning at the state and school district level is redefining school management and site flexibility. **Idaho** credits its State School Reform Committee with providing the impetus for teacher role changes. Both **Oregon** and **Idaho** report that regional workshops and SEA technical assistance have provided support for teacher role changes. A Professional Development Center in **Oregon**, along with $6.2 million in competitive restructuring grants awarded for 1993-95, funds 45 percent of 30,000 certified teachers with resources for staff development.

6. **Professional Preparation**. Four of the five states (**Oregon**, **Alaska**, **Idaho**, and

Washington) indicate that they have changed or are planning to change their licensure standards. Three of the four states (**Idaho**, **Oregon**, and **Washington**) indicate that the standards revisions will make changes to the professional preparation of teachers. **Washington** reports that some changes were made in 1988, and others are up for consideration by the state board of education this spring. **Oregon**, through a Joint Board's project with higher education, developed an action plan for restructuring teacher education and licensure by September, 1994. **Oregon**, **Montana**, and **Idaho** report that they currently test or plan to test for teacher licensing. **Oregon** indicates that its test also assesses teacher performance and that the Teacher Standards and Practices Commission requires work samples from practice teaching experience and the reports of supervisors concerning performance. Both **Oregon** and **Washington** envision changes to teacher education programs as a result of their reform initiatives. **Idaho** is considering a revised program-approval process for teacher education programs. **Alaska** has a broad-based task force that developed teacher education standards. These standards were adopted by the board in September 1994. The next step for **Alaska** is revision of the teacher certification regulations.

7. **Learning Technology**. Three of the Northwest Region's states (**Idaho**, **Oregon**, and **Washington**) report having a learning technologies plan; however, **Oregon** does not have a separate appropriation to purchase hardware and software. In 1994, the **Washington** State Legislature appropriated a one-time allotment of $20.61 per student for the purchase of "instructional materials and technology related investments." This was in addition to the $4.5 million the **Washington** Legislature appropriated for the improvement of learning technologies, infrastructure, planning, and training in the 1994-95 biennial budget. **Montana** does not have funds for hardware or software. The **Idaho** Legislature, in the 1994 and 1995 session, appropriated money for technology improvement. **Alaska** is developing a statewide technology plan. The State Library, a division of the **Alaska** Department of Education, developed and implemented an electronic library service available statewide through public school libraries. This service provides Internet access. All states indicate that they participate in the federally supported Star Schools Program. **Montana**, **Idaho**, and **Oregon** report having a statewide learning technologies infrastructure. Two states (**Idaho** and **Oregon**) indicate that they have staff development programs for technologies. Two states (**Idaho** and **Alaska**) report that their distance-learning programs primarily serve K through 12 grade levels; **Montana** and **Oregon** report serving all levels, including college and university levels.

8. **Governance and Management**. The five states of the region all report reorganizing their state agencies, on recommendation of their chief state school officer. Four states (**Oregon**, **Alaska**, **Idaho**, and **Washington**) report that the purpose of their reorganization was to change the structure of the SEA to provide direct services and technical assistance to school districts. **Oregon**, **Alaska**, and **Washington** report making waivers available to local districts to support local improvement efforts by removing regulatory barriers. **Oregon** reports that its reorganization will provide "cross divisional work groups" to local districts as an integrated services approach to technical assistance. **Washington**, **Idaho**, and **Alaska** indicate plans to change the role of SEA curriculum specialists to a more generalist function. Specializations cited by states as most needed for agency support include assessment, staff development, school restructuring, administration and leadership (TQM), and federal/state liaison.

9. **Community Involvement**. Four states of the region (**Idaho**, **Oregon**, **Washington**, and **Alaska**) indicate that they have developed or are developing a public relations plan to support their reform initiatives. A variety of activities at the local school level are being supported by states. **Oregon**, besides using brochures, speakers, and a special newspaper with a 50,000-copy circulation, provides local districts with master teachers, school improvement teams, and curriculum specialists for workshops and technical assistance, coordinated through communications specialists at the state level. Both **Oregon** and **Washington** also use telecommunications. **Idaho** reports contracting with a consulting firm to develop video and other media for public information. **Alaska** has used and will continue to use public hearings, both live and via telecommunications, to get feedback on its initiatives. In addition, newspaper inserts have been a consistent method of communication to solicit written public feedback. **Alaska**, **Oregon**, and **Washington** have also involved the Business Roundtable and other corporate support with reform initiatives.

FAR WEST REGION

Title III of Goals 2000, "State and Local Education Systemic Improvement," provides support for the development and implementation of systemic education improvement plans at the state and local levels. States are currently at various stages of developing and implementing these plans, based on such criteria as content and performance standards, student assessment, and the role of the teacher.

By drawing on the rich history of state collaborative efforts to foster improvement, the Council of Chief State School Officers is supporting efforts to implement Goals 2000. This report provides a resource for state and federal policymakers. It is designed to help inform decision making by identifying states' accomplishments and lessons learned in developing and implementing improvement activities.

The information in this report was compiled from the Council's survey, "State Systemic Education Planning—Status in Your State," which was completed in 1993. Information was updated in April 1994 and May 1995. The Council will update the information to report progress on state-by-state Goals 2000 implementation.

1. **Content Standards**. All four states of the Far West Region, **Arizona**, **Utah**, **California**, and **Nevada**[2], report completion and implementation of content standards in all the core subjects. All indicate that the standards are part of a systemic initiative and are differentiated by age/grade developmental level. **Arizona** has completed and implemented content standards (essential skills frameworks) in reading, writing, math, science, social science, comprehensive health, foreign language, music, performing arts, and visual arts. **California** has grouped all language areas under a single English/language arts framework, as opposed to **Nevada** and **Utah**, who have organized their standards by separate content area and grade level. All four states report that their content standards are available for use by other states.

2. **Performance Standards**. **California** has developed interim standards in reading, writing, and math, which will be validated and used for reporting the results of the new assessments in grades 4, 8, and 10 in the fall of 1993. Standards in history/social science and science for grades 4, 8, and 10 will be developed in 1993-94. The state has also developed standards for the Golden State Examination in the areas of U.S. history, economics, biology, and chemistry. Standards in all other core areas, as well as school-to-work, are also under development. **Utah** has developed and implemented standards in math, science, reading, and writing. Utah also reports completing standards in business subjects. As an independent project, **Nevada** developed and implemented writing standards

[2]The data for California and Nevada were last updated in April 1994.

in 1993 for grades 3, 6, 9, 11, and 12. **Oregon**'s writing standards were used as the model. **Utah** and **Nevada** indicate that their standards are available for use by other states, and **California** reports that its materials will be available for use by other states at a later date.

3. **Student Assessments**. All four states in the Far West Region have a statewide assessment program. **Arizona** has a three-tiered system, consisting of District Assessment Plans that document student attainment of the essential skills K through 12 in reading, math, and writing; norm-referenced tests in language arts, math, and reading at grades 4, 7, and 10; and the statewide Performance-Based Assessment in math, reading, and writing at grades 3, 8, and 12. **California**'s Performance Assessment is administered in math, reading, and writing at grades 4, 8, and 11. History and science are administered to a sample of students at grade 5 and to all students at grades 8 and 10. End-of-course tests for grades 9 through 12 are administered through the Golden State Exams in algebra, biology, chemistry, economics, geometry, and U.S. history. The Career Technical Assessments (C-TAPs) are available to grade 11 and 12 students in various fields. **Nevada** uses the California Test of Basic Skills (CTBS) norm-referenced test at grades 3, 6, and 9 and a High School Proficiency Examination in math, reading, and writing at grades 11 and 12. The test must be repeated at grade 12 until passed. An Analytic-Trait Scored writing test is administered at grades 6 and 9. **Utah** offers a voluntary core curriculum assessment program for all grades K through 12 in math, reading, and science, as well as a statewide testing program in the core subjects at grades 5, 8, and 11.

4. **Opportunity-to-Learn Standards**. Of the four states, only **Utah** uses the term "school delivery standards" or "opportunity-to-learn standards." **California**, **Arizona**, and **Nevada** all report having in place statewide curriculum frameworks, state standards for minimum school day and year, and state standards for teacher quality. **Nevada** also reports having a state-approved course of study. **California** indicates standards for environmental quality and text adoption. Text adoption is also reported by **Nevada**.

5. **Role of the Teacher**. **Nevada** cites two pieces of legislation, Assembly Bill 290 and Senate Bill 91, that are designed to encourage the reorganization of the school and the role of the teacher to site-based decision making. Marked progress has resulted in **Nevada** from the Class Size Reduction Act, which promoted team

teaching in 28 percent of the state's 1st and 2nd grades in 1992-93. **Utah** mentions several initiatives, such as the governor's "Centennial Schools" and the legislature's alternative school calendars, career ladder, and site-based decision-making initiatives. **Arizona** involves teachers in decision making and practice through the Arizona Essential Skills documents for each subject area and the Arizona Student Assessment Program, which provides the basis for focused staff development. School-site councils in more than 7,000 **California** schools, as required by state mandate to develop school improvement plans, administer the state program quality-review process. These councils are changing the role of teachers as they interface with parents and community members on school issues. The new California Learning Assessment System (CLAS) is also involving teachers in site-based decision making in regard to the performance assessment of learners.

6. **Professional Preparation**. **California** and **Utah** indicate that they are changing their licensure standards and that the revisions will cause changes to teacher education programs. **Nevada** reports licensure standards revisions, but indicates that the changes should not cause revisions to professional preparation programs. **California** is currently planning new bilingual certification standards, rewriting new teacher standards, and implementing new elementary grade teaching standards. A new teacher candidate-based assessment system is currently on hold because of lack of funding. **California** and **Nevada** indicate that they will continue teacher testing as part of their credentialing process.

7. **Learning Technology**. **Arizona**, **Utah**, and **California** indicate that they have in place a learning technology plan. **Arizona** and **Utah** further indicate that their plan is part of a statewide learning technologies infrastructure. Annual appropriations range as follows: **Arizona**, $750,000; **Utah**, $10 million; and **California**, $13.6 million.

8. **Governance and Management**. Of the four Far West states, only two, **Arizona** and **Utah**, indicate that they have gone through an SEA reorganization as part of a systemic initiative. **Nevada** indicates that it has not reorganized its SEA in the past five years. **California** plans an SEA reorganization after January 1, 1995, when the state will have a new superintendent of public instruction.

9. **Community Involvement**. All four states report efforts to build local support for

improvement. **Arizona** used an SEA series of workshops and forum-type sessions to build understanding and support for its initiative. Also included was a public information/relations program consisting of videos and periodic newsletters and releases. **California** actively sought business and community support through its California Compact and Principal for a Day programs. Public information/ public relations is a major SEA effort through such activities as the state's School Improvement and School Recognition Program. **Utah** has similarly used its Utah Partnership to build and maintain support. **Nevada** used a broad-based strategy to involve teachers, local school districts, parents, administrators, university personnel, and representatives from the business community in the design of the state's improvement plan.

PACIFIC REGION

Title III of Goals 2000, "State and Local Education Systemic Improvement," provides support for the development and implementation of systemic education improvement plans at the state and local levels. States are currently at various stages of developing and implementing these plans, based on such criteria as content and performance standards, student assessment, and the role of the teacher.

By drawing on the rich history of state collaborative efforts to foster improvement, the Council of Chief State School Officers is supporting efforts to implement Goals 2000. This report provides a resource for state and federal policymakers. It is designed to help inform decision making by identifying states' accomplishments and lessons learned in developing and implementing improvement activities.

The information in this report was compiled from the Council's survey, "State Systemic Education Planning—Status in Your State," which was completed in 1993. Information was updated in April 1994 and May 1995. The Council will update the information to report progress on state-by-state Goals 2000 implementation.

1. **Content Standards**. **Hawaii** reports having developed content standards in all disciplines. The standards are differentiated by grade levels: K-3, 4-6, 7-8, and 9-12. Content standards are ready for implementation in all disciplines except English as a Second Language (ESL). The content standards for ESL are being reviewed. **Hawaii** also reports that technological literacy has been integrated into all content areas. **Hawaii**'s content standards are available for use by other states.

2. **Performance Standards**. **Hawaii** reports the establishment of student content and performance standards as of June 1994. The standards are differentiated by grade level and by subject area. The framework for math is modeled on NCTM standards. **Hawaii** also reports that the effort to develop student performance standards stemmed from a legislative mandate, which created an independent Hawaii State Commission on Performance Standards. The standards have been adopted by the Hawaii State Board of Education for statewide implementation in the public schools.

3. **Student Assessments**. The **Hawaii** statewide testing program includes the Stanford Achievement Test administered to all eligible students in grades 3, 6, 8, and 10; the Hawaii State Test of Essential Competencies, taken by students in grades 10 through 12 for diploma certification (students are allowed multiple attempts to pass); and a direct writing sample test administered to students in grades 3, 6, 8, and 10. The Hawaii State Commission on Performance Standards has recommended the development of multiple assessments to determine how well

students are meeting the student content and performance standards.

4. **Opportunity to Learn Standards**. **Hawaii** does not formally use the term "school delivery standards" or "opportunity-to-learn standards." The state reports that a school code provides for a state-approved course of study, statewide curriculum frameworks, state approval of textbooks and instructional materials, and state procedures for student placement. State standards for school facilities are determined by educational specifications/standards. In addition, various state laws determine the state standards for school environmental quality. State standards for minimum school year and minimum school day are also required and regulated by state law. The State Teacher Certification Standards determine the state standards for teacher quality.

5. **Role of the Teacher**. **Hawaii** reports that current improvement efforts will change the role of the teacher in decision making, policy development, and product development. Specifically, teachers will participate in school-community-based management councils and in the lump-sum budgeting process. **Hawaii** also reports using the Northeast Regional Laboratory materials in an effort to involve teachers in planning, developing, and conducting their own staff development activities. In addition, teachers will participate directly in site-based decision making through school-level councils. The improvement efforts will also change the organization of the classroom in terms of developing year-round schools, schools within schools, and core grouping.

6. **Professional Preparation**. Currently, **Hawaii** is engaged in a validation and standards-setting activity with the Educational Testing Service (ETS) in preparation for changing to the new national teacher's examination, PRAXIS. Skills and competencies to be required of teachers will reflect a stronger emphasis on pedagogy and the ability of the professional to apply theory. There is a focus in teacher preparation programs on developing field-based programs that provide more opportunities for the student teacher to use and demonstrate skills with learners and in varied learning situations.

7. **Learning Technology**. **Hawaii** reports having a learning technology plan and that specific funds are allocated for statewide networks, instructional TV (ITV), distance learning, and main-frame computing. Hawaii's estimated total school

expenditures for voice, data, and video equipment in 1992-93, in addition to the statewide budget, was $8,500,000. Hawaii also reports the existence of a staff development program for technology. Hawaii has a statewide learning technologies infrastructure that includes fiber optics, cable, satellite, and microwave. Hawaii also has a statewide purchasing plan for computers and other hardware technologies. Hawaii uses regional distance-learning providers such as AT&T Learning Net, National Geographic Kids Net, PBC Learning Link, and other satellite services. The distance-learning program serves the following learners: preschool, K through 12, community college, college and university, and continuing education.

8. **Governance and Management. Hawaii** reports that two constitutional amendments were put on the ballot for ratification by the electorate in November 1994. The one calling for an appointed rather than an elected state board of education was defeated. The other, which limits the powers of the board to setting policy, passed but is not in effect due to a challenge by the State Attorney General on its legality on the basis of a technical procedural question.

9. **Community Involvement. Hawaii** reports working with other public and private nonprofit agencies to coordinate services for students and families. The goal of the collaborative effort is to develop cross-sector, outcome-based accountability systems, strategies for jointly financing children's and family services, and cross-sector training initiatives for local administrators and teachers. Programs that provide such services include Interdepartmental Cluster for Services to Children, Mental Health Services for Children and Youth, Families Together Initiative, and Executive Office on Aging.